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ABSTRACT

This paper reports the results of a study which examined K-12 teachers' attitudes towards sponsored materials provided them by the Consumers Power Company of Michigan. The study was intended to add to the body of knowledge concerned with teacher assessment of sponsored materials, and to identify factors which may have an effect upon the use of the materials with their classes. Fifteen hundred questionnaires were mailed to teachers. The response rate was 66%. The classroom materials analyzed in the study included films, literature, and media kits/filmstrips. The study revealed a positive attitude toward and acceptance of the educational materials. The materials were found to have great instructional value to the users. Because of the highly favorable responses from teachers, it is believed that these materials have a place in the schools of Michigan. The conclusion, therefore, is drawn that Consumers Power Company should continue to provide these and similar materials to teachers. The questionnaire and teacher responses are included in the appendices which comprise over half the publication. (RM)

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A STUDY OF TEACHER OPINIONS AND EVALUATIONS CONCERNING SPONSORED MATERIALS PROVIDED TEACHERS BY CONSUMERS POWER COMPANY

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CHAPTER I

STATEMENT OF THE PROBLEM AND DESIGN OF THE STUDY

For the past thirty or more years, dating to the post-World War II period, great quantities of sponsored materials have been made available without cost to teachers for use with their pupils. Evidence of the amount and kinds of sponsored materials available was obtained by examining several supplementary materials directories, some of which are revised annually. Examples of these directories were Educators Guide to Free Materials (a series of guides listing free pamphlets, film strips, bulletins, movies, and tape recordings; Suttles series); Free and Inexpensive Learning Materials (Peabody College series); and Educational Media Index (McGraw-Hill series).

In addition, articles and monthly columns appear in trade papers and journals informing teachers of the availability of the most recent sponsored materials as well as several series of pamphlets which inform teachers of materials that could be ordered and used.

Finally, the producers and distributers of these materials are interested in how their materials are used by teachers. This study, sponsored by CONSUMERS POWER COMPANY, Jackson, Michigan, is evidence of at least one producer's interest in determining the strengths and weaknesses of the materials being distributed to teachers throughout their service area. It almost goes without saying that these materials therefore are being utilized in the classrooms and therefore have a direct impact upon the instructional programs of the schools.

THE PROBLEM

Underlying assumptions. For purposes of this study the following assumptions were made:

1. That teachers did use the educational materials provided by CONSUMERS POWER COMPANY.

2. That these teachers, when they received these materials from the company used them with their classes and made a subjective judgment of the educational value of the materials.

3. That these users would communicate their assessments (judgments) of these materials to the researchers, and that a mailed questionnaire was the most appropriate method to gather these data.

Specific problems. The specific problems of this project were to study teacher assessment of the following factors relating to films, literature (print materials), and media kits/filmstrips provided them by CONSUMERS POWER COMPANY.

These problems were:

1. An analysis of teacher opinion concerning how these materials fit into their instructional program.

2. An attempt to determine the recipients' reason for requesting the materials.

3. An assessment of the use made of the materials by the recipients.

4. An assessment of the instructional effectiveness of the materials when contrasted with other instructional materials (not determined) available to teachers.

5. The effectiveness of the materials' contents in the instructional program.

6. The teachers' opinion of the effect upon students of the fact that the materials were industry sponsored.

7. A compilation of user comments based upon the above items was prepared.

Importance of the study. A thorough search of the literature and reports of research revealed that teacher judgment of educational materials provided by CONSUMERS POWER COMPANY had not been conducted. The factors which may have influenced teachers' judgments of these materials had not been tested. This study was intended, therefore, to add to the body of knowledge concerned with teacher assessment of sponsored materials, and to identify factors which may have had an effect upon their subjective judgments.

DEFINITIONS OF TERMS USED

Several terms employed in the description of this study, which may have specific implications were defined as follows:

Closed Form Questions. Responses are made to a set of provided answers. The information that is desired may be more easily counted, tabulated, and analyzed. (Best:44)

Free and Inexpensive Materials. Materials available at no cost to the teacher, or at a cost that only included postage. (DuVall:1973,4)

Non-respondent. Any recipient of a questionnaire who does not reply. (DuVall:1973,4)

Open Form Question. Used for intensive studies or exploration of novel problems. Each answer is a written description and much room is usually available for free response. (Best:144-45)

Opinionaire. A type of questionnaire designed to elicit opinions or attitudes, in contrast to objective facts: much the same as expressionaire. (Good:399)

Questionnaire. A list of planned, written questions related to a particular topic with space provided for indicating the response to each question, intended for submission to a number of persons for reply, commonly used in normative survey studies and in the measurement of attitudes and opinions. (Good:464-65)

Respondent. Any recipient of a questionnaire who actually replies to the questionnaire. (Good:496)

LIMITATIONS OF THE STUDY

One limiting factor in any study using the questionnaire as the basic means of data collection, particularly when utilizing the mailed form of instrumentation, is that of nonresponse, or failure to obtain information from the respondents. According to Kish this nonresponse may fall into a number of categories, any one of which might describe the nonrespondent. Included in these categories are: Temporarily unavailable; Refusals; Incapacity or inability; Not found; and Lost schedules. (533-34)

Another limitation was the nature of the population, that is, the persons who received educational materials from CONSUMERS POWER COMPANY within a specified period of time. Because of the possible psychological makeup of the teacher requesting/receiving materials the results could be skewed. However, no other method to assess the value of such materials could be devised which would yield similar results.

DESIGN AND RATIONALE

To obtain the desired information three opinionaires were developed, as were the accompanying cover letters which included an explanation of the study (see Appendix A). The opinionaires were adapted and modified from instruments used in similar studies previously conducted by the researchers.

According to established patterns found in research, certain information, details, and form were included in the design of the cover letter. Such included items were as follows: the purpose of the study, the importance of the study to the respondent, the value of the respondent's reply, and the signature and the title of the educator involved in this particular study. (Borg:214-15) The cover letter did not mention any confidential treatment of the data. A summary of the findings was promised. (Young:205) General attractiveness was stressed.

According to Good and Scates, questionnaires constitute a major, reliable survey instrument for data gathering in various survey studies. (606) The mailed opinionaire, a type of questionnaire, was used because personal contact was impossible in most instances and unnecessary in this study. Adknowledging that the mailed questionnaire technique possessed several disadvantages such as address problems due to possible widespread mobility (Snelling:127) and the possibility of some replies being incomplete or not returned, this technique was still employed in gathering the data for this study due to its proved general effectiveness and its relatively low cost. (Droege:256)

Concerning the beginning statements (questions 1-4) this information was requested for possible relationships between demographic data and materials utilization of teachers and their opinions concerning the materials.

Questions were ordered in a funnel structure, a psychologically and logically sound sequence. Simple, interesting, and neutral questions preceded the more difficult, crucial, and personal ones. (VanDalen:257)

Questions were kept short because brevity was stressed in the research dealing with instrument development. The question length usually did not exceed 20 words, with every word being familiar and concise, thus involving a minimum of the respondent's time. (Oppenheim:56)

Both closed and open form questions were developed and employed in these instruments. The closed form type question, requiring checked responses, was used to secure categorized data. Open form questions were used in order to provide a more concise picture of the respondents' opinions relating to the materials under study. (VanDalen:256)

The open type question form was employed in some questions even though it was more difficult to tabulate responses. For this reason all responses to the open-form questions are reproduced in Appendixes B through I. Readers are urged to peruse these in some depth and draw their own conclusions, within the context of the limitations noted. Despite its limitations and difficulties in analyzing replies this type of question tends to avoid superficial replies and allows respondents to structure their own answers. (Sax:112)

When wording questions the following ideas were taken into account: using simple words; making the questions concise; formulating questions; avoiding the use of "danger words" connoting emotionalism, stereotyping, etc.; making allowance for a range of possible responses; and designing realistic multiple-choice alternatives. (Parten:200-01)

INSTRUMENTATION

Heading the list of numbered questions was one (number 1) intended to determine some indication of socio-economic status, admittedly of a very general nature. The answers elicited from this question served as a tool for the interpretation of the responses which followed. Questions 2, 3 and 4 dealt with matters more directly related to teachers and teaching. (Sax:218)

Questions 5, 6 and 7 dealt with the receipt of the materials and their use. Provision also was made for the user to indicate the subject area (question 8) at which the materials were utilized. Questions 9 through 21 (19 on literature only) pertained to the main concerns of the study - applicability to instructional program, assessment of accuracy of information contained in the material, effectiveness of content, and comparison with other materials. Comments concerning the materials also were solicited. Finally, an offer was made to provide a summary of the study, if requested by the respondent.

METHODOLOGY

Identification of the materials and the population. Representatives of CONSUMERS POWER COMPANY Educational Services Program identified the types of material to be analyzed in this study. They were films, literature, and media kits/filmstrips.

The representatives provided the research team with the mailing addresses of the individuals who had requested the different types of educational materials. A total of 1500 (500 from each of the three categories) names was used from the lists thus provided. These names constituted a representative sample of the total population available to the researchers for this study.

Mailing the opinionaire. A total of 1500 opinionaires was mailed. Each opinionaire was identified with a four digit number. A cover letter and a self-addressed postage paid return envelope were included. Opinionaires were mailed to each randomly selected individual on March 9, 1979.

Follow-up techniques. A follow-up postal card was mailed on March 30, 1979. This mailing was accomplished in order to have a sufficiently high percentage of usable returns. This procedure was adapted from the technique suggested by Kephart and Bressler. (123-32)

ORGANIZATION OF THE REMAINDER OF THE STUDY

This study has in Chapter II a brief review of selected pertinent literature and related research. Chapter III is the presentation and analysis of the data. The summary, conclusions, and recommendations of this study are reported in Chapter IV.

CHAPTER II

REVIEW OF THE LITERATURE

The literature dealt with in this study was concerned with the nature, status, and use of sponsored supplementary materials in schools.

Historic nature of sponsored supplementary materials. The use of sponsored supplementary materials in the classrooms of schools throughout the United States is a commonly accepted educational practice today. This practice is of fairly recent origin, gaining widespread acceptance only within the last 50 years. These materials encompass a broad range of discipline areas, as well as kinds and types of materials. The most common discipline area associated with the use of sponsored curriculum materials probably is science, closely followed by social studies and home economics. The number and types of materials available are as varied and plentiful as the industrial firms, trade groups, and governmental agencies providing them. These materials traditionally have taken the form of pamphlets, comic books, graphs, charts, and posters. However, large numbers of film strips, transcriptions (both tapes and records), sound films, scripts, videotapes, and instructional simulation games also are available.

The nature of sponsored materials used as teaching aids and tools has changed during the past half century. Considerable evidence exists that these materials have evolved from the time they were considered by educators as industry propaganda, to today, when they are accepted in classrooms throughout the United States.

Historically, evidence that business, industry and government sponsored materials, often free, were available for classroom use appeared in a book edited by Frank entitled How to Teach General Science, in 1926. In this book he had a chapter which contained a list of industry sources from which free teaching materials were available upon request. (194-235) Sinclair, writing in 1949, indicated that Frank's work was the earliest he could find which was of historic significance. In addition he also mentioned a 60 page monograph published by the University of Minnesota in 1928 which listed 500 sources of free materials. (11)

Apparently the economic depression of the 1930's led teachers to a vigorous search for free and inexpensive sponsored materials in order to supplement the meager instructional materials budgets then available. During this era a number of state departments of education, institutions of higher education, and authors writing in trade journals, provided lists of teaching materials obtainable from industry and government sources.

The 1930's saw the emergence of numerous source lists dealing with sponsored materials. Sinclair, in his previously referenced study, presented an excellent section dealing with the historic evolution of these source lists. The reader is referred to this treatment for a more detailed and comprehensive analysis of this subject. In conclusion, however, Sinclair summarized by saying that the "most important of the source lists issued between 1934 and 1942 are those of the Quarrie Reference Library and the Educators Progress Service." (13, 9)

Following World War II there was also a dramatic increase in the number and type of sponsored teaching aids available to teachers who request them. This quantitative increase has been accompanied by a corresponding improvement in the educational quality of these materials. Some businesses and industries, as well as governmental agencies, employ whole staffs or hire educational consultants to develop and analyze these materials. This concerted effort has led to a wider, if indeed not almost universal acceptance of sponsored materials on the part of school systems and teachers.

Teacher use of sponsored materials. The increased acceptability of sponsored materials is demonstrated by the profusion of materials now offered teachers. Sponsors would not continue to provide them if they were not being sought out and used. Another indication of acceptability is the wide range and diversity of materials available for classroom use. The availability (and numbers) of materials is constantly increasing and changing, and in an educationally positive manner.

Addicott found in 1939 that over 85 per cent of the 500 elementary teachers and administrators he surveyed had been using "advertising" materials, while only 10 per cent had not. (38-39) Netzer surveyed Wisconsin elementary teachers ten years later and found that 97 per cent were using industry sponsored materials in their classrooms. These teachers reported that the quantity of industry sponsored materials they used depended to a great extent upon whether these materials met the standards of good supplementary instructional aids. (145)

Burk found that over 97 per cent of the teachers he interviewed in Jackson County, Michigan, reported using some form of sponsored materials. Burk's findings, with regard to the per cent of utilization, agree almost exactly with those reported by Netzer four years earlier. (unpublished)

The National Science Teachers Association, in their 1960 report entitled How Science Teachers Use Business-Sponsored Teaching Aids, reported that 80 per cent of the respondents reported a favorable attitude on the part of school authorities toward the use of these materials. It is interesting to note that only one case of outright opposition to the use of these materials was reported among the 695 respondents in this survey. (29) In a study conducted in 1973, similar findings were reported. (DuVall, 1974a, 34) The use and acceptability of these materials has continued to be almost universal for the last quarter of a century.

In a comparative study of school board policies and administrative procedures (1965 and 1970) involving school districts in all cities of 100,000 or more population in the United States, it was determined that over 90 per cent of these school districts permitted the use of sponsored supplementary materials in their instructional programs. (DuVall, Krepel, 91) In a similar study, involving smaller school districts, conducted in 1973, less than 2 per cent of the respondents reported that their districts specifically prohibited the use of these materials. (DuVall, 1974b, 22) The building principal, curriculum coordinator, and the individual teacher had the primary responsibility for determining the acceptability of these

materials. (DuVall, Krepel, 92; DuVall 1973, 25)

Harap offered an interesting view when discussing the collection and use of supplementary materials by teachers. He believed that it was not only the responsibility of the teacher to gather and assess these materials, but he also felt that students should share in this task. He believed that, in addition to writing for and collecting these materials, the student also should be involved in evaluating, classifying and filing the free materials. (380)

SUMMARY

A review of the pertinent educational research revealed that sponsored supplementary materials are used today to a much greater extent than in the past. The use of these materials by teachers is encouraged by the recognized experts in the field of education. Studies conducted within the last twenty-five years showed that over 90 per cent of the classroom teachers surveyed had been using some type of sponsored materials. Studies of school policies and administrative procedures reveal that the use of these materials is permitted and often encouraged.

CHAPTER III

FINDINGS OF THE STUDY

This chapter presents an analysis of the data relating to films, literature, and media kits/filmstrips provided by CONSUMERS POWER COMPANY of Jackson, Michigan.

An examination of the total mail return was made and responses were examined by individual media type on the opinionaire (see Appendix A) together with an examination of selected comments (see Appendixes B through I).

A total of 1500 opinionaires was mailed. Of this total three were returned as undeliverable and fifty were excluded from the study because the respondents indicated that they had not yet received the materials or had not used them as yet. Of the total mail contacts an overall usable response ratio of 66 per cent was obtained. Responses from 957 individuals were of use to this study. Because of the highly favorable rate of response, generalizations were drawn concerning the materials and teachers' opinions. A complete breakdown of the mail return response data is presented in Table 1.

TABLE 1. ANALYSIS OF MAIL RETURNS

Material	f	Returned	Not Rec'd	Not Used	Usable	%Resp.
Opinionaires	1500	3	4	46	957	66

In all cases where the respondents indicated they had not yet received the materials or had not used them, these data were excluded from further analysis. No systematic follow-up of these cases was attempted by the researchers.

ANALYSIS OF OPINIONAIRE RESPONSES

Several demographic factors were analyzed. These respondent-related factors included: type of school district as related to community size, educational background of teachers, years of teaching experience, and level at which respondents taught. Tables 2, 3, 4 and 5 present the total per cent of respondents for each demographic factor.

Source from which information was received. The respondents were asked to identify the source from which they initially obtained the information regarding CONSUMERS POWER COMPANY materials. Analysis of the data, presented in Table 6, indicates that three of every four respondents learned of the materials through the catalog received from the company.

Subject area of use of unit. The respondents indicated that they used these materials primarily with science and social studies classes. Sixty-three per cent of the respondents indicated that they used materials with science classes, and 47 per cent indicated that they were used in connection with the teaching of social studies. Complete data are presented in Table 7.

TABLE 2. TYPE OF SCHOOL DISTRICT IN WHICH RESPONDENT TAUGHT CLASSIFIED BY POPULATION SIZE

Type	FILMS f	FILMS %	LIT. f	LIT. %	KITS f	KITS %	TOTAL f	TOTAL %
Rural	73	21	62	19	42	15	117	18
Village (under 10,000)	103	29	74	22	65	24	242	26
Town (10,000-50,000)	57	16	70	21	45	16	172	18
City (over 50,000)	39	11	56	17	42	16	137	14
Suburban	68	20	62	19	62	23	192	20
Other (Specify)	11	3	6	2	9	3	26	3
No response	2	0	3	0	6	2	11	1
Total	353	100	333	100	271	100	957	100

TABLE 3. EDUCATIONAL LEVEL OF RESPONDENTS

Degree	FILMS f	FILMS %	LIT. f	LIT. %	KITS f	KITS %	TOTAL f	TOTAL %
Less than bachelor's	1	0	2	1	0	0	3	0
Bachelor's degree	26	7	19	6	20	7	65	7
Bachelor's degree plus	140	40	149	45	86	32	375	39
Master's degree	83	24	59	17	68	25	210	22
Specialist's degree	14	4	6	2	8	3	28	3
Doctorate	5	1	2	1	0	0	7	1
No response	1	0	1	0	0	0	2	0
Total	353	100	333	100	271	100	957	100

TABLE 4. YEARS OF TEACHING EXPERIENCE OF RESPONDENTS

Years of Experience	FILMS		LIT.		KITS		TOTAL	
	f	%	f	%	f	%	f	%
Student	4	1	0	0	3	1	7	1
1 - 3	38	11	40	12	31	11	109	11
4 - 7	64	18	71	21	61	22	196	21
8 - 10	78	22	89	27	55	20	222	23
11 - 20	130	37	98	29	91	34	319	33
21 - 30	33	9	27	8	26	10	86	9
31 - 40	4	1	5	2	4	2	13	2
41+	0	0	2	1	0	0	2	0
No response	2	1	1	0	0	0	3	0
Total	353	100	333	100	271	100	957	100

TABLE 5. GRADE LEVEL AT WHICH RESPONDENT TAUGHT

Range	FILMS		LIT.		KITS		TOTAL	
	f	%	f	%	f	%	f	%
Grades 1 - 3	20	6	131	40	43	16	194	20
Grades 4 - 6	109	31	119	36	95	36	323	34
Grades 7 - 9	116	33	44	13	71	26	231	24
Grades 10 - 12	83	24	20	6	29	11	132	14
College/Univ.	4	1	0	0	1	0	5	1
Librarian	5	1	5	1	14	5	24	2
Others	16	4	13	4	17	6	46	5
No response	0	0	1	0	1	0	2	0
Total	353	100	333	100	271	100	957	100

TABLE 6. NUMBER AND PER CENT OF RESPONSES INDICATING SOURCE FROM WHICH INFORMATION REGARDING MATERIALS' AVAILABILITY WAS OBTAINED

Source	FILMS		LIT.		KITS		TOTAL	
	f	%	f	%	f	%	f	%
Another teacher	29	8	31	9	29	11	89	9
Building principal	8	2	18	5	5	2	31	3
Another administrator	0	0	1	0	1	0	2	0
Librarian	20	6	12	4	8	3	40	4
Catalog from company	268	76	247	74	202	75	717	75
Newspaper-magazine ad	4	1	12	4	8	3	24	3
Regional Educational Materials Center (REMC)	6	2	3	1	6	2	15	1
College/University Course	3	1	4	1	2	1	9	1
Workshop by company	2	0	0	0	4	1	6	1
No response	13	4	5	2	6	2	24	3
Total	353	100	333	100	271	100	957	100

TABLE 7. NUMBER AND PER CENT OF RESPONDENTS INDICATING THE CLASS(ES) WITH WHICH MATERIALS WERE USED

Classes	FILMS		LIT.		KITS		TOTAL	
	f	%	f	%	f	%	f	%
Co-curricular	3	1	2	1	2	1	7	1
English	20	6	32	10	12	4	64	7
Health/P.E.	13	4	48	14	16	6	77	8
Home Economics	4	1	3	1	6	2	13	1
Industrial Arts	11	3	2	1	5	2	18	2
Mathematics	15	4	8	2	10	4	33	3
Reading	18	5	51	15	12	4	81	8
Science	187	53	210	63	204	75	601	63
Social Studies	177	50	157	47	120	44	454	47
Others*								

No Totals: Multiple responses received

*Most frequently occurring "Others" include: Ecology, Safety, Language Arts, Career Education.

Reasons for requesting materials. The most frequently cited reason for requesting CONSUMERS POWER COMPANY materials was that of instructional enrichment. As indicated in Table 8, this purpose was mentioned by 76 per cent of the respondents. The second most often cited reason was that of "looking for materials for entire class" (58 per cent). The teachers also indicated a "special need" for materials. These three responses constituted the most prevalent reasons for requesting the materials. The reader is cautioned, in reading this table and several others where multiple responses were possible (indeed encouraged by the instrument), that the same teachers often indicated several reasons for ordering the materials. The reader may draw unwarranted conclusions unless aware of this fact.

Use made of materials after receipt. The data presented in Table 9, which dealt with the use teachers indicated they made of the materials after receipt, revealed that they were used primarily (77 per cent) for supplementary instructional purposes. The second most frequently mentioned reason was use as basic material (34 per cent).

Type of student using materials. The vast majority of respondents (89 per cent) indicated that the materials were utilized with the entire class. Complete data are presented in Table 10.

Accuracy of information. The information contained in the educational materials was thought to be either very accurate or accurate by 90 per cent of the respondents. Only one per cent indicated that they considered the information contained in these media as "misleading." Table 11 presents these data in detail.

TABLE 8. NUMBER AND PER CENT OF RESPONDENTS INDICATING REASON(S) FOR REQUESTING MATERIALS

Reason	FILMS		LIT.		KITS		TOTAL	
	f	%	f	%	f	%	f	%
Curious	65	18	102	31	89	33	256	27
Special need	168	48	107	32	109	40	384	40
Enrichment	243	69	275	77	224	83	724	76
Materials for more capable	8	2	19	6	4	1	31	3
Materials for less capable	22	6	24	7	9	3	55	6
Materials for entire class	192	54	219	66	146	54	557	58
Resource file	16	5	107	32	142	52	265	28
Other*								

No Totals: Multiple responses received

*Most frequently occurring "Others" include: Safety; Had used before; Update science book.

TABLE 9. NUMBER AND PER CENT OF RESPONDENTS INDICATING USE MADE OF MATERIALS AFTER RECEIPT

Use Made	FILMS		LIT.		KITS		TOTAL	
	f	%	f	%	f	%	f	%
Basic material	89	25	124	37	111	41	324	34
Supplementary material	298	84	246	74	194	72	738	77
Teacher reference	19	5	64	19	53	20	136	14
Pupil reference	51	14	83	25	56	21	190	20
Other*								

No Totals: Multiple responses received

*Most frequently occurring "Others" include: Reinforcement; Science projects; Energy fair.

TABLE 10. NUMBER AND PER CENT OF RESPONDENTS INDICATING TYPE OF STUDENT USING MATERIAL

Type	FILM		LIT.		KIT		TOTAL	
	f	%	f	%	f	%	f	%
More capable	12	3	3	1	6	2	21	2
Less capable	24	7	24	7	13	5	61	7
Entire class	308	87	302	91	243	90	853	89
Other	2	1	4	1	6	2	12	1
No response	7	2	0	0	3	1	10	1
Totals	353	100	333	100	271	100	957	100

Effectiveness in attaining desired concepts. As indicated in Table 12, 90 per cent of the respondents thought the materials were either very effective or effective in explaining the educational concepts they wanted included in their instructional program.

Motivational value of materials. Approximately three-fourths of the respondents indicated these materials were "effective" or "very effective" in motivating pupils. Another one-fourth considered them "somewhat effective." Complete data on the motivational value of these materials are reported in Table 13.

Assessment of the effectiveness of the materials. The respondents indicated an overall support of the materials relative to their effectiveness when compared with other available instructional resources. These data are presented in Table 14. Of particular note is the fact that 86 per cent of the respondents rated the materials as "very effective" or "effective." Of most value to CONSUMERS POWER COMPANY is the fact that the respondents indicated a highly positive support of all materials when compared with other instructional resources available to the user.

Importance of the materials. Data regarding the respondents' assessment of the relative importance of the materials' content are presented in Table 15. Seventy-four per cent of the respondents reported the materials' content to be either "very important" or "important." The researchers believe these results to be most strongly supportive of the value of the total educational program provided by CONSUMERS POWER COMPANY.

TABLE 11. RESPONSES REGARDING ACCURACY OF INFORMATION CONTAINED IN MATERIALS

Response	FILMS		LIT.		KITS		TOTAL	
	f	%	f	%	f	%	f	%
Very accurate	80	23	125	38	88	32	293	31
Accurate	240	68	180	54	148	55	568	59
Generally true	25	7	21	6	31	11	77	8
Misleading	4	1	4	1	0	0	8	1
No response	4	1	3	1	4	2	11	1
Totals	353	100	333	100	271	100	957	100

TABLE 12. RESPONDENTS' ANSWERS CONCERNING DEGREE MATERIALS EXPLAINED INSTRUCTIONAL CONCEPTS DESIRED

Response	FILMS		LIT.		KITS		TOTAL	
	f	%	f	%	f	%	f	%
Very effective	81	23	107	32	72	27	260	27
Effective	221	62	203	61	176	65	600	63
Somewhat effective	47	13	19	5	20	7	86	9
No value	2	1	2	1	0	0	4	0
No response	2	1	2	1	3	1	7	1
Totals	353	100	333	100	271	100	957	100

TABLE 13. RESPONDENTS ESTIMATE OF CONTRIBUTION OF MATERIALS TO PUPIL MOTIVATION

	FILMS		LIT.		KITS		TOTAL	
	f	%	f	%	f	%	f	%
Very effective	36	10	89	26	47	17	172	18
Effective	192	55	179	54	157	58	528	55
Somewhat effective	117	33	58	17	63	23	238	25
No value	5	1	2	1	0	0	7	1
No response	3	1	5	2	4	2	12	1
Totals	353	100	333	100	271	100	957	100

TABLE 14. NUMBER AND PER CENT OF RESPONSES INDICATING TEACHER ASSESSMENT OF EFFECTIVENESS OF THE MATERIALS WHEN COMPARED WITH OTHER INSTRUCTIONAL RESOURCES

Response	FILMS		LIT.		KITS		TOTAL	
	f	%	f	%	f	%	f	%
Very effective	68	20	106	32	71	26	245	26
Effective	220	62	193	58	161	59	574	60
Somewhat effective	60	17	29	9	32	12	121	13
No value	1	0	1	0	2	1	4	0
No response	4	1	4	1	5	2	13	1
Totals	353	100	333	100	271	100	957	100

TABLE 15. NUMBER AND PER CENT OF RESPONSES INDICATING TEACHER ASSESSMENT OF IMPORTANCE OF MATERIALS COMPARED WITH OTHER RESOURCES

Description of Content	FILMS		LIT.		KITS		TOTAL	
	f	%	f	%	f	%	f	%
Very important	43	12	70	21	40	15	153	16
Important	192	54	193	58	170	63	555	58
Somewhat important	112	32	66	19	58	21	236	24
No value	4	1	2	1	0	0	6	1
No response	2	1	2	1	3	1	7	1
Totals	353	100	333	100	271	100	957	100

Pupils' learning. An improvement in pupils' learning as a result of using the materials was reported by 95 per cent of the respondents. Only three per cent of the respondents indicated that there was no change in learning. These data are presented in Table 16.

Respondents' attitude toward industry sponsored materials. Data concerning the respondents' attitude toward industry sponsorship of the materials (which some may interpret as the "advertising message") show that this had no effect or was unobtrusive in most cases. Approximately eight of every ten respondents indicated this attitude. Sixteen per cent indicated that the effect of sponsorship could not be determined. Only five per cent felt that the sponsorship intruded upon the educational effectiveness of the materials. These data are presented in Table 17.

TABLE 16. RESPONDENTS ESTIMATE OF LEARNING WHICH TOOK PLACE AS A RESULT OF USING MATERIALS

Response	FILMS		LIT.		KITS		TOTAL	
	f	%	f	%	f	%	f	%
Greatly improved	23	7	47	14	29	11	99	10
Improved	208	59	213	64	166	61	587	61
Somewhat improved	108	30	58	17	64	23	230	24
Did not change	9	3	9	3	8	3	26	3
No response	5	1	6	2	4	2	15	2
Totals	353	100	333	100	271	100	957	100

TABLE 17. NUMBER AND PER CENT OF RESPONSES INDICATING TEACHER ASSESSMENT OF FACT THAT MATERIALS WERE INDUSTRY SPONSORED

Response	FILMS		LIT.		KITS		TOTAL	
	f	%	f	%	f	%	f	%
Had no effect	162	46	189	57	134	50	485	51
Was unobtrusive	99	28	76	23	83	30	258	27
Intruded	24	7	15	4	12	4	51	5
Cannot be determined	65	18	46	14	38	14	149	16
No response	3	1	7	2	4	2	14	1
Totals	353	100	333	100	271	100	957	100

Intention to reuse the materials next year. When asked the question: "If available, would you use these materials next year?" 95 per cent of the respondents indicated that they would. These data are presented in Table 18. Only one per cent responded that the materials would not be reused. In the opinion of the researchers this response indicates the usefulness and high regard in which these materials are held by those persons who used it.

TABLE 18. NUMBER AND PER CENT OF RESPONSES INDICATING INTENTION TO REUSE MATERIALS NEXT YEAR

Response	FILMS		LIT.		KITS		TOTAL	
	f	%	f	%	f	%	f	%
Yes	336	95	323	97	256	94	915	95
Not sure	11	3	5	1	10	4	26	3
No	4	1	2	1	3	1	9	1
No response	2	1	3	1	2	1	7	1
Totals	353	100	333	100	271	100	957	100

Use of supplementary kits for films and media kits. Respondents for two of the three types of media (films and media kits) were asked if they had ordered the Supplementary Kits to accompany these materials. Thirty per cent of those using films had made such a request and 39 per cent of those using the media kits had made this request.

Of those who requested the Supplementary kits 75 per cent responded that they were either "effective" or "very effective." Some trouble

(as expressed in the comments) was experienced where the supplementary kits were received after the films had been returned.

TABLE 19. RESPONDENTS WHO INDICATED ORDERING SUPPLEMENTARY KIT TO ACCOMPANY FILMS OR MEDIA KITS

Response	FILMS f	FILMS %	KITS f	KITS %	TOTAL f	TOTAL %
Yes	105	30	106	39	211	34
Not Sure	34	10	47	18	81	13
No	209	59	109	40	318	51
No Response	5	1	9	3	14	2
	353	100	271	100	624	100

TABLE 20. RESPONSES SHOWING ESTIMATE OF EFFECTIVENSS FROM PERSONS WHO INDICATED ORDERING SUPPLEMENTARY KITS

Response	FILMS f	FILMS %	KITS f	KITS %	TOTAL f	TOTAL %
Very effective	20	18	26	24	46	21
Effective	51	47	66	60	117	54
Somewhat effective	33	30	16	14	49	22
No value	5	5	2	2	7	3
No response	0	0	0	0	0	0
	109*	100	110*	100	219*	100

*Exceeds "yes" responses indicated in Table 19. Data are presented for their own worth.

Analysis of comments and general data from instrument. The teachers' comments received relative to the educational materials were highly supportive of the efforts of CONSUMERS POWER COMPANY. The teachers who used the materials were genuinely appreciative of the fact that these materials were provided them for instructional purposes.

The respondents cited many concepts and skills that the students learned from the materials. Among the several that appeared with some frequency was that they developed an awareness of the many different services and types of energy provided by the company. The students learned basic safety principles. The films dealing with the State of Michigan were frequently cited for their educational contributions.

In answering the question "Have you any suggestions for improvement?" the respondents offered a few suggestions but often chose instead to make complimentary statements. Among suggestions for improvement were several remarks dealing with providing materials for primary level students. A number of the users indicated that the content and/or reading level were too difficult or too easy for their students. Generally these comments came from teachers using the materials with pupils too young or too old for the intended level of the unit. This may also be interpreted as an indication of the developmental age of the students, as in some cases the unit was used with "special students" or groups. The most serious deficiency noted was that, when the supplementary kits were ordered with films and media kits, these often arrived late--particularly with the films.

General comments dealt with appreciation for industry efforts in making such material available to classroom teachers, as well as comments concerning the material value. Overall the comments stressed the usefulness, effectiveness and interest generated by the materials and also the wide range of knowledge gained relative to energy.

The researchers believe that the only way for the reader to make full use of these highly valuable comments from the respondents is to read them in their entirety. They are presented in Appendixes B through I. The organization pattern is as follows:

1. The remarks for each of the following sections have been organized and placed together:
   a. Please tell us in your own words what you believe your pupils learned from the materials contained in the (films, literature or media kits)?
   b. Have you any suggestions for ways in which CONSUMERS POWER COMPANY can improve their (materials)?
   c. Are there other types of educational materials you would like to see Consumers Power Company provide teachers?
   d. Use this space for any general comments you may have about industry sponsored materials.
2. Each response is keyed to the identification number of the respondent.

CHAPTER IV

SUMMARY, FINDINGS, AND CONCLUSIONS

This final chapter is presented in three sections. The first section deals with the problem of the study, summarizes the pertinent literature and related research, and outlines the procedures which were followed. The second section recapitulates the findings of the research itself. The third and final section states certain conclusions which were drawn from the findings and offers recommendations for further study.

SUMMARY

The problem. The problem of this study was to analyze teacher assessment of the following factors related to the films, literature and media kits/filmstrips (referred to collectively as materials) provided these teachers by CONSUMERS POWER COMPANY.

These problems were:

1. An analysis of teachers' opinions concerning how these materials fit into their instructional programs.

2. An attempt to determine the recipient's reason for requesting the materials.

3. An assessment of the use made of the materials by the recipients.

4. An assessment of the instructional effectiveness of the materials when contrasted with other instructional materials (not determined) available to the teacher.

5. The effectivenss of the materials' contents in the instructional program.

6. The teachers' opinions of the effect upon students of the fact that the material was industry sponsored.

7. A compilation of user comments based upon the above items was prepared.

Related literature. A review of the related literature revealed that sponsored materials are used today in classrooms to a much greater degree than in the past. The use of these instructional materials in the classroom is encouraged by recognized experts in the field of social studies, science, and other disciplines. This overall tone of encouragement is made despite certain inherent limitations imposed upon these types of materials by the fact that they are industry sponsored. The related literature further revealed that there is a positive teacher attitude toward the acceptance and use of sponsored materials.

Methodology. A normative survey was conducted, using an instrument specifically developed for this study, of teachers who had received films, literature and/or media kits/ filmstrips from CONSUMERS POWER COMPANY. These materials were provided teachers at no cost. An initial population of 1500 persons (500 each media type) was selected. A follow-up postal card was used to increase the per cent of response.

FINDINGS

The following findings, indicated by the results of the analysis of the data were reported:

1. Sixty-six per cent of the opinionaires was returned in useable form. Because of this rate of response generalizations were

drawn to the population of the users of the materials.

2. The catalog from the company was mentioned most frequently as the means by which teachers learned of the availability of the educational materials available from CONSUMERS POWER COMPANY.

3. The matter of acceptability was judged using several factors. These factors are analyzed separately and then summarized:

   a. A total of 86 per cent judged the materials as either very effective or effective when compared with other available instructional resources.

   b. A total of 74 per cent judged the content as being either very important or generally important when compared with other resources.

   c. A total of 95 per cent of the respondents replied that they would reuse the materials again next year. These results, when analyzed in their entirety, show a highly positive degree of acceptance of the educational materials provided by CONSUMERS POWER COMPANY on the part of the using teachers.

4. When asked about their opinion of the materials in view of their being industry sponsored, 78 per cent of the respondents believed it either had no effect or that it was unobtrusive. Only five (5) per cent of the respondents indicated that this sponsorhsip intruded upon the usefulness of the material.

5. The respondents' attitudes toward the educational materials provided by CONSUMERS POWER COMPANY, as determined by an interpretation of the overall response pattern, were highly favorable and positively oriented.
6. A subjective evaluation of the comments received from the opinionaire led the investigators to classify these as highly favorable and supportive.

CONCLUSIONS

Based upon the data collected, the analyses made, and the findings reported, the following conclusions were drawn:

1. The respondents who reported using the materials are favorably inclined toward their instructional contents.
2. Because of the highly favorable responses from those teachers who reported using the materials, it is believed that these materials have a place in the schools of Michigan. This finding is supported by previously reported research. The conclusion therefore is drawn that CONSUMERS POWER COMPANY should continue to provide these and similar materials to teachers.
3. The responses indicate that these educational materials have great instructional value to the users, particularly in providing knowledge of the role played by energy providers.
4. The respondents in this study welcome these materials as instructional resources.

5. Examination of the comments made by the users reinforces the positive nature of the above stated conclusions. These materials were well received. The reader is advised to study these comments in detail.

Recommendations for further study. Since the present study revealed a positive attitude toward and acceptance of the educationa materials provided by CONSUMERS POWER COMPANY, studies should be continued in this area. Other trade organizations and members of the industrial community should consider sponsorship of similar studies in order to confirm or refute the findings of this study. CONSUMERS POWER COMPANY should seriously consider developing more materials for use at the elementary grade level, particularly in grades one, two, and three.

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APPENDIX A

Education Research of South Bend

1520 Berkshire Drive
South Bend, Indiana 46614

Charles R. DuVall, Ph. D
219-291-6155

Wayne J. Krepel, Ed. D
219-291-4547

March 9, 1979

Dear Teacher:

Records indicate that you ordered, sometime within the last school year, one or more educational films distributed by Consumers Power Company of Jackson, Michigan. The Consumers Power Company has retained us, an independent research organization, to evaluate the use which was made of this educational tool.

Will you please take a few minutes of your time to complete the enclosed opinionaire concerning educational films? If you did not use the film(s) but gave it (them) to another teacher, please give this evaluation form to that teacher.

We value your response. The results of this survey will aid Consumers Power Company in the preparation of future educational films. Your cooperation is needed and will be greatly appreciated. We have enclosed a self-addressed postage paid envelope for your convenience in replying.

We will be happy to share a summary of the results of this study with you if you will complete the enclosed mailing label and return it to us with your completed opinionaire.

Sincerely,

Charles R DuVall

Charles R. DuVall
Research Consultant

Wayne J Krepel

Wayne J. Krepel
Research Consultant

CRD/WJK:cd
Encls.

BEST COPY AVAILABLE

CONSUMERS POWER COMPANY OPINIONAIRE Films

Number 1 - _____ (for office use only)

Please answer the following questions concerning yourself and your school. Place the number of the most appropriate response in the blank at the left. Your responses will be transferred to IBM cards.

_____ 1. Type of school district in which you teach.
1. Rural
2. Village (under 10,000)
3. Town (10-50,000)
4. City (over 50,000)
5. Suburban
6. Other (specify) _____

_____ 2. What is your educational background?
1. Less than bachelor's
2. Bachelor's degree
3. Bachelor's degree plus
4. Master's degree
5. Master's degree plus
6. Specialist's degree
7. Doctorate

_____ 3. How many years of teaching experience do you have?
1. Student
2. 1 - 3
3. 4 - 7
4. 8 - 10
5. 11 - 20
6. 21 - 30
7. 31 - 40
8. 41+

_____ 4. Please indicate the level at which you teach.
1. Grades 1 - 3
2. Grades 4 - 6
3. Grades 7 - 9
4. Grades 10 - 12
5. College/University
6. Librarian
7. Other (specify) _____

CONSUMERS POWER COMPANY is interested in your evaluation of its educational films.

5. During this last school year our records indicate that you ordered one or more films from CONSUMERS POWER COMPANY.

_____ Did you receive the film(s) you ordered?

1. Yes
2. Not sure
3. No (If answer is NO stop here and return opinionaire.)

_____ 6. How did you learn of the availability of this film?
1. Another teacher
2. Building principal
3. Another administrator
4. Librarian
5. Catalog from company
6. Newspaper-magazine ad
7. Regional Educational Materials Center (REMC)
8. College/university course
9. Workshop conducted by the company
10. School district in-service course
Other (specify) _____

PLEASE TURN PAGE

_____ 7. If film was received but NOT USED, check blank, STOP HERE and return opinionaire.

_____ 8. Please indicate the class(es) with which you used the film. (Choose up to 4)
_____ 1. Co-curricular (club) activities
_____ 2. English (Language Arts)
_____ 3. Health/Physical Education
_____ 4. Home Economics
_____ 5. Industrial Arts
6. Mathematics
7. Reading
8. Science
9. Social Studies
10. Other (specify) _____

_____ 9. What was your purpose in requesting the film(s)? (Choose up to 4)
_____ 1. Curious to see what the utility company had to offer.
_____ 2. Had special needs for film materials.
_____ 3. Looking for current materials to enrich instruction.
_____ 4. Looking for materials for more capable pupils.
_____ 5. Looking for materials for less capable pupils.
6. Looking for materials for entire class.
7. Other (specify) _____
_____

_____ 10. What use did you make of the film(s) after receipt? (Choose more than one response if you wish.)
_____ 1. As basic material for instruction.
_____ 2. As supplementary material.
_____ 3. As teacher reference material.
4. As pupil reference material.
5. Other (specify) _____

_____ 11. With what type pupil did you use the film(s)?
1. More capable pupils.
2. Less capable pupils
3. The entire class.
4. Other (specify) _____

_____ 12. The information contained in the film(s) was
1. Very accurate
2. Accurate
3. Generally
4. Misleading

_____ 13. To what extent did the film(s) explain the concepts you wanted to include in your instructional program?
1. Very effective
2. Effective
3. Somewhat effective
4. No value

_____ 14. To what degree did the film(s) motivate pupils?
1. Very effective
2. Effective
3. Somewhat effective
4. No value

____ 15. Compared with other instructional films, how effective was the film(s) you obtained from CONSUMERS POWER COMPANY?
1. Very effective
2. Effective
3. Somewhat effective
4. No value

____ 16. Compared with other sources and materials pupils might use in you class, how important was the CONSUMERS POWER COMPANY film?
1. Very important
2. Important
3. Somewhat important
4. No value

____ 17. As a result of using the film(s) pupils' learning was
1. Greatly imporved
2. Improved
3. Somewhat improved
4. Did not change

____ 18. The fact that the film(s) was industry sponsored
1. Had no effect
2. Was unobtrusive
3. Intruded
4. Cannot be determined

____ 19. If available, would you use films from CONSUMERS POWER COMPANY again?

1. Yes
2. Not sure
3. No

____ 20. Did you order the Film Supplement Kit which contains highlights and test questions for your film(s)?
1. Yes
2. Not sure
3. No

____ 21. If Yes, the supplementary materials were
1. Very effective
2. Effective
3. Somewhat effective
4. No value

Please tell us in your own words what you believe your pupils learned from the film(s) provided by CONSUMERS POWER COMPANY.

PLEASE TURN PAGE

Have you any suggestions for ways in which CONSUMERS POWER COMPANY can improve their educational films?

Are there other types of educational materials you would like to see CONSUMERS POWER COMPANY provide teachers?

Use this space for any general comments you may have about industry sponsored materials.

Note: If you would like a summary of the results of this study please complete the enclosed mailing label and return it with opinionaire.

. . . . . .

Please return this opinionaire to
C. R. DuVall & W. J. Krepel
EDUCATION RESEARCH OF SOUTH BEND
1520 Berkshire Drive
South Bend, IN 46614

Education Research of South Bend

1520 Berkshire Drive
South Bend, Indiana 46614

Charles R. DuVall, Ph. D.
219-291-0626

Wayne J. Krepel, Ed. D
219-291-4847

March 9, 1979

Dear Teacher:

Records indicate that you ordered, sometime within the last school year, one or more pieces of educational literature distributed by Consumers Power Company of Jackson, Michigan. The Consumers Power Compant has retained us, an independent research organization, to evaluate the use which was made of this educational literature.

Will you please take a few minutes of your time to complete the enclosed opinionaire concerning educational literature? If you did not use the literature with your classes but gave it (them) to another teacher, please give this evaluation form to that teacher.

We value your response. The results of this survey will aid Consumers Power Company in the preparation of future pieces of educational literature. Your cooperation is needed and will be greatly appreciated. We have enclosed a self-addressed postage paid envelope for your convenience in replying.

We will be happy to share a summary of the results of this study with you if you will complete the enclosed mailing label and return it to us with your completed opinionaire.

Sincerely,

Charles R DuVall

Charles R. DuVall
Research Consultant

Wayne J. Krepel

Wayne J. Krepel
Research Consultant

CRD/WJK:cd
Encls.

CONSUMERS POWER COMPANY OPINIONAIRE Literature

Number 2 - _____ (for office use only)

Please answer the following questions concerning yourself and your school. Place the number of the most appropriate response in the blank at the left. Your responses will be transferred to IBM cards.

_____ 1. Type of school district in which you teach.
1. Rural
2. Village (under 10,000)
3. Town (10-50,000)
4. City (over 50,000)
5. Suburban
6. Other (specify) _____

_____ 2. What is your educational background?
1. Less than bachelor's
2. Bachelor's degree
3. Bachelor's degree plus
4. Master's degree
5. Master's degree plus
6. Specialist's degree
7. Doctorate

_____ 3. How many years of teaching experience do you have?
1. Student
2. 1 - 3
3. 4 - 7
4. 8 - 10
5. 11 - 20
6. 21 - 30
7. 31 - 40
8. 41+

_____ 4. Please indicate the level at which you teach.
1. Grades 1 - 3
2. Grades 4 - 6
3. Grades 7 - 9
4. Grades 10 - 12
5. College/University
6. Librarian
7. Other (specify) _____

CONSUMERS POWER COMPANY is interested in your evaluation of its educational literature.

5. During this last school year our records indicate that you ordered one or more pieces of educational literature from CONSUMERS POWER COMPANY.

_____ Did you receive the literature you ordered?

1. Yes 2. Not sure 3. No (If answer is NO stop here and return opinionaire.)

_____ 6. How did you learn of the availability of this literature?
1. Another teacher
2. Building principal
3. Another administrator
4. Librarian
5. Catalog from company
6. Newspaper-magazine ad
7. Regional Educational Materials Center (REMC)
8. College/university course
9. Workshop conducted by the company
10. School district in-service course
Other (specify) _____

PLEASE TURN PAGE

____ 7. If the educational literature was received but NOT USED, check blank, STOP HERE and return opinionaire.

____ 8. Please indicate the class(es) with which you used the educational literature. (Choose up to 4)
____ 1. Co-curricular (club) activities
____ 2. English (Language Arts)
____ 3. Health/Physical Education
____ 4. Home Economics
____ 5. Industrial Arts
6. Mathematics
7. Reading
8. Science
9. Social Studies
10. Other (specify) _____

____ 9. What was your reason in requesting the educational literature? (Choose up to 4)
____ 1. Curious to see what the utility company had to offer.
____ 2. Had special need for print materials.
____ 3. Looking for current materials to enrich instruction.
____ 4. Looking for materials for more capable pupils.
____ 5. Looking for materials for less capable pupils.
6. Looking for materials for entire class.
7. Wanted to build up my resource file.
8. Other (specify) _____

____ 10. What use did you make of the educational literature after receipt? (Choose more than one response if you wish.)
____ 1. As basic material for instruction.
____ 2. As supplementary material.
____ 3. As teacher reference material.
4. As pupil reference material.
5. Other (specify) _____

____ 11. With what type of pupil did you use the educational literature?
1. More capable pupils.
2. Less capable pupils.
3. The entire class.
4. Other (specify) _____

____ 12. The information contained in the educational literature was
1. Very accurate
2. Accurate
3. Generally accurate
4. Misleading

____ 13. To what extent did the educational literature explain the concepts you wanted to include in your instructional program?
1. Very effective
2. Effective
3. Somewhat effective
4. No value

____ 14. To what degree did the educational literature motivate pupils?
1. Very effective
2. Effective
3. Somewhat effective
4. No value

____ 15. Compared with other educational literature, how effective was the literature from CONSUMERS POWER COMPANY?
1. Very effective 3. Somewhat effective
2. Effective 4. No value

____ 16. Compared with other sources and materials pupils might use in your class, how important was the CONSUMERS POWER COMPANY educational literature?
1. Very important 3. Somewhat important
2. Important 4. No value

____ 17. As a result of using the educational literature pupils' learning was
1. Greatly improved 3. Somewhat improved
2. Improved 4. Did not change

____ 18. The fact that the educational literature was industry sponsored
1. Had no effect 3. Intruded
2. Was unobtrusive 4. Cannot be determined

____ 19. If available, would you use educational literature from CONSUMERS POWER COMPANY again?
1. Yes 2. Not sure 3. No

Please tell us in your own words what you believe your pupils learned from the educational literature provided by CONSUMERS POWER COMPANY.

PLEASE TURN PAGE

Have you any suggestions for ways in which CONSUMERS POWER COMPANY can improve their educational literature?

Are there other types of educational materials you would like to see CONSUMERS POWER COMPANY provide teachers?

Use this space for any general comments you may have about industry sponsored materials.

Note: If you would like a summary of the results of this study please complete the enclosed mailing label and return it with opinionaire.

. . . . . .

Please return this opinionaire to
C. R. DuVall & W. J. Krepel
EDUCATION RESEARCH OF SOUTH BEND
1520 Berkshire Drive
South Bend, IN 46614

Education Research of South Bend

1520 Berkshire Drive
South Bend, Indiana 46614

Charles R. DuVall, Ph. D
219-291-6586

Wayne J. Krepel, Ed. D
219-291-4847

March 9, 1979

Dear Teacher:

Records indicate that you ordered, sometime within the last school year, one or more educational media kits and/or filmstrips distributed by Consumers Power Company of Jackson, Michigan. The Consumers Power Company has retained us, an independent research organization, to evaluate the use which was made of these educational tools.

Will you please take a few minutes of your time to complete the enclosed opinionaire concerning these educational kits and/or filmstrips. If you did not use the kits/filmstrips but gave them (it) to another teacher, please give this evaluation form to that teacher.

We value your response. The results of this survey will aid Consumers Power Company in the preparation of future educational kits and/or filmstrips. Your cooperation is needed and will be greatly appreciated. We have enclosed a self-addressed postage paid envelope for your convenience in replying.

We will be happy to share a summary of the results of this study with you if you will complete the enclosed mailing label and return it to us with your completed opinionaire.

Sincerely,

Charles R DuVall

Charles R. DuVall
Research Consultant

Wayne J Krepel

Wayne J. Krepel
Research Consultant

CRD/WJK:cd
Encls.

CONSUMERS POWER COMPANY OPINIONAIRE Media Kits/Filmstrips

Number 3 - _____ (for office use only)

Please answer the following questions concerning yourself and your school. Place the number of the most appropriate response in the blank at the left. Your responses will be transferred to IBM cards.

____ 1. Type of school district in which you teach.
1. Rural
2. Village (under 10,000)
3. Town (10-50,000)
4. City (over 50,000)
5. Suburban
6. Other (specify) _____

____ 2. What is your educational background?
1. Less than bachelor's
2. Bachelor's degree
3. Bachelor's degree plus
4. Master's degree
5. Master's degree plus
6. Specialist's dgree
7. Doctorate

____ 3. How many years of teaching experience do you have?
1. Student
2. 1 - 3
3. 4 - 7
4. 8 - 10
5. 11 - 20
6. 21 - 30
7. 31 - 40
8. 41+

____ 4. Please indicate the level at which you teach.
1. Grades 1 - 3
2. Grades 4 - 6
3. Grades 7 - 9
4. Grades 10 - 12
5. College/University
6. Librarian
7. Other (specify) _____

CONSUMERS POWER COMPANY is interested in your evaluation of its educational media kits and/or filmstrips.

5. During the last school year our records indicate that you ordered one or more educational media kits and/or filmstrips from CONSUMERS POWER COMPANY.

____ Did you receive the media kit/filmstrip you ordered?

1. Yes 2. Not sure 3. No (If answer is NO stop here and return opinionaire.)

____ 6. How did you learn of the availability of this media kit/filmstrip?
1. Another teacher
2. Building principal
3. Another administrator
4. Librarian
5. Catalog from company
6. Newspaper-magazine ad
7. Regional Educational Materials Center (REMC)
8. College/university course
9. Workshop conducted by the company
10. School district in-service course
Other (specify) _____

PLEASE TURN PAGE

____ 7. If the media kit/filmstrip was received but NOT USED, check blank, STOP HERE and return opinionaire.

____ 8. Please indicate the class(es) with which you used the media kit/filmstrip. (Choose up to 4)
____ 1. Co-curricular (club) activities
____ 2. English (Language Arts)
____ 3. Health/Physical Education
____ 4. Home Economics
____ 5. Industrial Arts
6. Mathematics
7. Reading
8. Science
9. Social Studies
10. Other (specify) _____

____ 9. What was your reason for requesting the media kit/filmstrip(s)? (Choose up to 4)
____ 1. Curious to see what the utility company had to offer.
____ 2. Had special need for multi media/filmstrip material.
____ 3. Looking for current materials to enrich instruction.
____ 4. Looking for materials for more capable pupils.
____ 5. Looking for materials for less capable pupils.
____ 6. Looking for materials for entire class.
7. Wanted to build up my resource file.
8. Other (specify) _____

____ 10. What use did you make of the media kit/filmstrip(s) after receipt? (Choose more than one response if you wish.)
____ 1. As basic material for instruction.
____ 2. As supplementary material.
____ 3. As teacher reference material.
____ 4. As pupil reference material.
5. Other (specify) _____

____ 11. With what type of pupil did you use the media kit/filmstrip(s)?
1. More capable pupils.
2. Less capable pupils.
3. The entire class.
4. Other (specify) _____

____ 12. The information contained in the media kit/filmstrip(s) was
1. Very accurate
2. Accurate
3. Generally true
4. Misleading

____ 13. To what extent did the media kit/filmstrip(s) explain the concepts you wanted to include in your instructional program?
1. Very effective
2. Effective
3. Somewhat effective
4. No value

____ 14. To what degree did the media kit/filmstrip(s) motivate pupils?
1. Very effective
2. Effective
3. Somewhat effective
4. No value

____ 15. Compared with other media kits/filmstrips, how effective was the material from CONSUMERS POWER COMPANY?
1. Very effective 3. Somewhat effective
2. Effective 4. No value

____ 16. Compared with other sources and materials pupils might use in your class, how important was the CONSUMERS POWER COMPANY media kit/filmstrip?
1. Very important 3. Somewhat important
2. Important 4. No value

____ 17. As a result of using the media kit/filmstrip pupils' learning was
1. Greatly improved 3. Somewhat improved
2. Improved 4. Did not change

____ 18. The fact that the media kit/filmstrip was industry sponsored
1. Had no effect 3. Intruded
2. Was unobtrusive 4. Cannot be determined

____ 19. If available, would you use the media kit/filmstrip from CONSUMERS POWER COMPANY again?
1. Yes 2. Not sure 3. No

____ 20. Did you order the Filmstrip Supplement Kit which contains highlights and test questions for your filmstrip?
1. Yes 2. Not sure 3. No

____ 21. If YES, the supplementary materials were
1. Very effective 3. Somewhat effective
2. Effective 4. No value

Please tell us in your own words what you believe your pupils learned from the media kit/filmstrip(s) provided by CONSUMERS POWER COMPANY.

PLEASE TURN PAGE

Have you any suggestions for ways in which CONSUMERS POWER COMPANY can improve their educational media kits/filmstrips?

Are there other types of educational materials you would like to see CONSUMERS POWER COMPANY provide teachers?

Use this space for any general comments you may have about industry sponsored materials.

Note: If you would like a summary of the results of this study please complete the enclosed mailing label and return it with opinionaire.

. . . . . .

Please return this opinionaire to
C. R. DuVall & W. J. Krepel
EDUCATION RESEARCH OF SOUTH BEND
1520 Berkshire Drive
South Bend, IN 46614

March 30, 1979

Dear Teacher:

On March 9th we mailed you an opinionaire to determine your assessment of the educational materials provided by CONSUMERS POWER COMPANY. To date we have not received all of the replies. Please consider that this survey is of great value to educators as well as CONSUMERS POWER COMPANY. The results of this study will have an effect upon the production and future distribution of sponsored materials. Please complete the opinionaire you received and return it to us at your earliest convenience. THANK YOU!!!

C.R. DuVall & W.J. Krepel
EDUCATION RESEARCH OF SOUTH BEND
1520 Berkshire Drive South Bend IN 46614

APPENDIX B

Written comments received in response to the statement "Please tell us in your own words what you believe your pupils learned from the film(s) provided by CONSUMERS POWER COMPANY."

"The films made the students realize how important power is in their lives. It made them more aware of their state." (1-004)

The films enhanced their general knowledge as I used these films as a 'fun' type supplement." (1-007)

"I'm an Audio-Visual Aide at West Middle School. I have been in charge of ordering films for 8 years. We have had so many of Consumers Powers excellent films each year. Many teachers at this school use these films for many different subjects and I re-order them each year. I answered the questions as well as I could since we have used so many different films." (1-056)

"Need for Sci. preparation and use in industry." (1-104)

"Learned some of the basic concepts presented by film." (1-107)

"This is a film I look forward to showing each year. It is very interesting, effective and humorous and holds class attention successfully while making its points." (1-148)

"Ee-ii-ee-i-o A to Zap series is your best and most used by the school. They bring up ideas for class discussion." (1-149)

"I find the film series dealing with Michigan History supplement our textbook very well. They serve as a good visual review for test, but I often use them as introductory material as well." (1-200)

"They were mostly helpful though a bit dry at times. I have used 5 or 6 so I can't be too specific. I use them especially because they cover subject not often covered by other film sources. A good--prompt service." (1-227)

"They learned about the early history of Michigan and the growth of Industry in the state." (1-260)

"Used in Mich. history--learned about the phases Mich. went thru to become what it is. River That Came Back -- pupils learned about adverse effects and positive effects of progress." (1-261)

"I select films which have biological or ecological connections to allow me to tie them in with what I'm teaching." (1-300)

"Some basic conservation concepts and a knowledge of some environmental problems expressed in the film." (1-302)

"It gives them a broader view of concepts taught in class." (1-379)

"Viewed a couple film--'Fences - Gates' was one that our type of student could relate to. Viewed film, discussed it and then gave written assignment--good correlation to going thru life and meeting with challenging obstacles that come upon life. Also viewed a film about different job opportunities at your company. Which allowed the students to understand what company was all about." (1-389)

"This is difficult to answer in such a short space. The films that were used were varied in subject matter. I feel that my students ideas and interests were broadened and expanded." (1-456)

"Energy and conservation update! Good!!" (1-461)

"These films were of high quality and were used to enrich the subject matter." (1-482)

"Textbook learning becomes more and more difficult to achieve. We are in strong competition with television and its entertaining features. Students always welcome a film over more traditional classroom methods. If we can hold their attention on any point of learning, this is an achievement." (1-504)

"Basic background information, as well as additional interesting facts about Michigan and her history." (1-003)

"Learned more current and up to date information. Well illustrated to the students." (1-058)

"I feel the class learned more about the topic from the films." (1-019)

"The films on polution were the best for my students. They were able to see how garbage, metal and glass could be recycled." (1-051)

"I ordered a film on how the U. S. economic system operates. It was for a class of average-below average students. The film I used was well done--a cartoon, held their attention, and gave a simple, but adequate overall picture." (1-080)

"Coal--current event--concerning national energy direction; conservation--western states; Alaskan Pipe Line--conservation vs. energy vs. capitalism." (1-027)

"Gave students a chance to <u>see</u> some of the things being discussed." (1-002)

"I believe they make excellent supplementary materials. Some of the films show things that students would not normally see. They also cover some topics which we might not normally get into in the classroom." (1-088)

"Many of the CP films stimulate discussion in class following the movies. Some of movies are 'old' in the sense of autos, fashions, etc. in them - which stimulates further discussion." (1-062)

"Was a good supplement to book." (1-005)

"Good information and illustration enriched what they had learned of Michigan history (in the trilogy of Mich. films). Second Genesis re-inforced the class' knowledge of the effects of pollution." (1-023)

"People are concerned about ecology at a 'human' level not the Ralph Nader type." (1-098)

"Students were especially interested in early films of autos, roads, etc." (1-093)

"An overview of Michigan's past; an appreciation of the Au Sable river." (1-025)

"They learned up to date factual material that was unavailable anywhere else." (1-091)

"Some history of Michigan. What has been done to preserve natural resources. The importance of energy to the citizens of Michigan." (1-001)

"How important energy is and how little they know about it." (1-009)

"I feel my students learned a great deal of Michigan History (film trilogy) and of the current environmental problems faced in Michigan and elsewhere. Also the geologic history of Great Lakes (Rise & Fall of Great Lakes) is almost impossible to explain without visual materials. I could see that concepts of time and space become so much more clear with the film. As a whole I have been quite pleased with <u>all</u> the films I have used over the years." (1-079)

"They learned how our petroleum is used." (1-074)

"A better understanding of our energy problems. They are more able to define our energy problems and give alternatives as to their solution." (1-059)

"1. Basic energy concepts. 2. Jobs in the energy related industries. 3. Limited ecological concepts." (1-042)

"A prospective of different peoples' view on the energy crisis." (1-090)

"Film was used to motivate students to study math as job preparation." (1-078)

"I have used several films from Consumers Power and to sum up generally, I would have to say that they have provided a good enrichment source for various topics." (1-046)

"I show the film 'Rise and Fall of the Great Lakes' each year. This is a very interesting review of our earth science unit on Michigan." (1-085)

"The films were good but some of them did not pertain exactly to the material we were studying." (1-095)

"Very little." (1-048)

"They learned that a lot of U. S. History took place in their own back yard--Michigan. They hear and see familiar names like Mackinac, Tecumseh, etc. It helps to give them a better appreciation of home state." (1-024)

"Many details not covered in our text about Mich. History." (1-040)

"I mostly use the films dealing with pollution in our environment--this way they can see different types and what can be done, or has been done to remedy the situation." (1-162)

"Safety rules for electricity. A to Zap--They learned prevention rules in areas of electricity." (1-116)

"I've found the films and materials from CP to be very motivating and educational. I use them for many purposes. I especially like 'Clean-Town, U.S.A.' and have used it for several years. Thanks." (1-111)

"Greater understanding of Mich. and its resources." (1-131)

"I think the films help to reinforce what has already been taught in Science and Social Studies classes." (1-112)

"Daily activities; additional career opportunities." (1-154)

"The films reinforced the points I was trying to teach in Michigan history." (1-187)

"They were interesting and well done. The river that came back was excellent! These films supplemented my regular lectures." (1-189)

"The large number of different kinds of jobs that are necessary for one company." (1-136)

"It created an awareness of environmental problems." (1-088)

"The one film on Michigan History was very brittle and consequently I had some problems with breakage. Content on Mich. films was appropriate & timely. Led to excellent discussion." (1-128)

"How one town actually is recycling almost all of its rubbish." (1-177)

"The complete class was enriched by a variety of films. Most of the movies I ordered were on Michigan history and were extremely valuable." (1-146)

"This year I used 'A' is for Atom, which teaches atomic structure." (1-181)

"Basic content--Ecology objecitve. I am very pleased with your service. Exceptional service on ordering and returning films." (1-134)

"That companies are interested in promoting certain economic & social points of view." (1-191)

"Two of the three films I ordered were concerned with energy problems. If anything, I think both films made students more aware of difficulties encountered by companies in supplying us with our energy needs. Many students hopefully are more aware of our country's energy shortages." (1-192)

"Students were asked to evaluate each film based upon the knowledge that the films are commercially biased. Excluding any reference to corporations students viewed the films shown as valuable in gaining greater understanding of current conservation and insulation needs." (1-109)

"Things are always changing with progress. Sometimes man's progress is harmful to man and environment pollution." (1-170)

That American business' are concerned with students learning economics." (1-183)

"Difficult to determine." (1-126)

"Very little--for example the film showing the construction and operation of the generating plant at Ludington consisted mostly of watching earthmovers and had very poor representation machinery and principle of operation." (1-129)

"I feel the movie ZAP gave the children an idea of how elec. works and so very useful in giving safety tips." (1-132)

"General electrical principles and rules." (1-105)

"Films are obviously high budget. Kids love them. It breaks up the monotony of textbook approach. But why didn't you film Vassar in The Great Ice Storm? We were the worst hit." (1-137)

"Applicable use of info gained in class to everyday use." (1-153)

"It is very hard to determine the effect of one film upon children. We did, however, have good class discussions after the films received." (1-115)

"Most films relate to energy uses, consumption and future availability. The films are used in ecology classes and are used to make the students aware of the energy problems of today and what alternatives are ahead." (1-190)

"The films provided a non-reading media from which poor readers benefitted. The written material was easy to read and sometimes served to stimulate the students to write." (1-282)

"Unknown facts about the history of Michigan." (1-250)

"Somewhat biased toward your side of the energy question." (1-218)

"Additional historical facts and information about Michigan." (1-265)

"The films gave career ideas and helped them visualize the working world better." (1-229)

"It gave the students an idea of the greatness of the United States and also a scope on its history." (1-298)

"They enable students to see examples of material we have only talked or read about in class; for example, nuclear power, coal, and land use. Very excellent supplements." (1-257)

"Geological history of Michigan; Free enterprise & pollution." (1-240)

"That people do care and big companies try to help others in distress." (1-036)

"In the film about the Ice Storm, the children were very impressed with how many people worked to help overcome the storm." (1-065)

"Students received a great deal of insight into the industrial processes and career activities that would not have been possible from any other classroom activities." (1-262)

"In my Conservation Class, which is made up of slow learners the films were very important in teaching basic conservation and ecological principles. Especially since these people have difficulty reading." (1-063)

"The industry sponsored films were very biased and the students were critical of the environmental impact the companies were making. This criticism was without my prompting them." (1-094)

"The students learned a variety of things. They were exposed to topics concerning conservation, energy and ecology. They are extremely fond of films. To them--films are fun. I suppose learning in disguise." (1-101)

"A little but could learn a lot more if films were more specific. Some films try a little too hard to promote C.P." (1-320)

"The students formed opinions of their own on such films about nuclear plants. Such as--the Consumer Power Co. side of the "good or bad" views as to why a plant should be built. They felt that the power co. did not tell the negative side about nuclear plants." (1-373)

"There were many films. They added to the students general knowledge and posed questions for consideration." (1-410)

"Ordered various films--the ones on Michigan history had information they didn't see in other sources." (1-413)

"The films were very up to date. The fact that they are current means a lot." (1-441)

"An overall view of subject matter." (1-472)

"'Responsibility & Investigation', each student, I feel, become aware that surviving and earning a living is <u>not</u> as easy as it appears. All students were exposed to the facts of investigating various occupations/skills the film(s) attempted to present!" (1-507)

"Pupils were informed of environmental problems that are current. They also saw how these problems can be handled by individuals, groups, and industry." (1-258)

"Students were mildly upset at the way the movies kept on making advertising type quips throughout the showings--they prefer unbiased attempts." (1-207)

"Noting about power company--I used it for <u>glaciology</u>." (1-248)

"Basically what big industry has to offer the public, what is available in industry as far as job opportunities are available and what is necessary to obtain these positions." (1-288)

"Gained additional knowledge. Reinforced previous. 'A to Zap' was good for lower elementary. Ee Yi O - better for upper elementary." (1-289)

"Ecology films excellent--Rise & Fall of Great Lakes, River that Came Back especially. The Michigan in Motion is an excellent film for our Social Studies unit on Mich. I have weeded out the ineffective films, or ones over the heads of our children. The pollution problems are very well presented and the children at this age are very receptive to helping clean up. The early cars, street scenes, clothes in the historical film really impressed the children on the differences between the past and now." (1-205)

"It depends on the films used. Films on energy helped them understand how complex the energy field is and how much we depend on energy. Environment film helps them understand the many complex problems that forceindustry. Nuclear film explains the benefit and problems in this field. I find all films are of enrichment value to my students. I hope Consumer Power will continue their program." (1-281)

"The films ordered dealt with types of jobs available with Consumers Power and the electrical industry and with natural resources. In that context the students' concepts of their own suitability for various jobs were broadened. One film in particular--The Rise & Fall of the Great Lakes--was exceptionally well done and was a great motivator." (1-276)

"High interest films attractively presented." (1-256)

"We tend to order ecology type films. Some, such as 'Nation of Spoilers' are excellent, some aregood, some are not too good. Basically, they provide a take off for discussion." (1-297)

"Many times the film can present the material much more clearly and in a more precise manner than say a lecture. Elementary tend to enjoy movies and usually pick up the information quite well." (1-210)

"The students were generally exposed to ideas and facts they were not familiar with. The films were valuable in just exposing students to inknown facts." (1-270)

"1. Use of money, manpower, time, and effort. 2. Specific locations of and use, need and importance of the described developments." (1-287)

"Job related activities. Career Ed. emphasis for 5th grade. On the job films can lead to good career discussions." (1-244)

"The films that I mostly show are ones concerned with Michigan History. I am grateful for Consumers Power Company to be providing these kinds of films to schools at no charge. The students seem to enjoy these films because they do a good job in teaching this history in a factual and many times humorous way." (1-255)

"How to get information and also look for a definite bias in presentations." (1-266)

"I haven't used any of your films this year. Last year I used the film, 'The River That Came Back' for a conservation group and the students could see what a change in attitude concerning land use can make on the environment." (1-251)

"My students enjoyed the films but I didn't test them on each specific film so I have no way of knowing what they learned." (1-286)

"Many concepts are learned from text. The films reinforced this learning in a visual, more entertaining way for the children. Excellent supplementary aids!" (1-263)

"How the market actually operates in a capitalistic system." (1-280)

"Insight to early Mich. history." (1-252)

"General knowledge of industries and methods used in conservation of resources." (1-214)

"It was easier for my students to relate to these films as they referred to various things in our state that they were familiar with; i.e., Au Sable River." (1-272)

"That resources can be renewed and or conserved." (1-398)

"I have used different films and hence learning objectives varied with the film used." (1-360)

"They were able to see many things in these films. Coming from a rural area any current happening in science and history are important for them to be exposed to. Consumers Power is allowing this to happen." (1-340)

"Our students are visually oriented and seeing a movie helps implant things in their minds." (1-377)

"Michigan history films are excellent overview of our state's past." (1-391)

"The films added excellent supplementary information to areas we were studying." (1-309)

"Career options in the utilities area." (1-386)

"Awareness of the AuSable River." (1-333)

"We used the Michigan History series. The series doesn't have any competition. There aren't any other educational films that cover all of Michigan's history. The films reinforce information presented in class. The first two are tolerated by the students but the third film 'Michigan in Motion' is enjoyed by them. Their favorite film about Michigan is 'The River's the Same'." (1-330)

"Hard to tell as their level is from K-12 and their ages are from 17 to 56." (1-318)

"I use the films to incorporate vocational needs and principles of the world of work." (1-336)

"The pupils learned many facts about energy and pollution. The information was up-to-date and presented in an effective way." (1-341)

"They became more aware of problems technology can create in the ecosystem." (1-332)

"Students learned how power plants operate." (1-323)

"That industry has a responsible role to play in all of society." (1-369)

"I like using the films for career awareness ideas. Children ask about the jobs depicted. The situations are realistic and relate well." (1-354)

"The films presented unique practical views of applied science and technology." (1-317)

"The films were a little outdated and a couple came on with a probusiness push a little too much but the historical ones were very good." (1-375)

"I think they learned to be more aware of their part in the ecologic balance of nature." (1-366)

"Film ordered as safety instruction for workshop for handicapped adults. We are associated with _____. We received Electricity Safety--presented in entertaining but instructional form." (1-306)

"We used several films, all of which were very fine. Since I am the media supervisor, I don't know specific lessons learned, but my teachers are always pleased with CPC films." (1-351)

"For the most part they provide visual reinforcement for concepts we have discussed in class. In no area of learning is the statement 'a picture is worth a thousand words' more important than in science." (1-388)

"Films were very good--very useful." (1-381)

"I have used several films over many years. The Michigan and the Great Lakes are my favorites. Consumer's supplies the best on this topic." (1-347)

"I use many films for a state and local govt. - Michigan and a Michigan History at 9th grade level." (1-303)

"The students related to the films because it covered Michigan information." (1-338)

"As mentioned previously it depends on the film but generally I find the students attentive and informed by Consumer's films. I do believe it is because the ones I use are up to date compared to the films ordinarily available." (1-420)

"More awareness of subject matter, expecially storms, weather, etc." (1-412)

"A broader understanding of a particular subject. Movies always are a good motivational tool for unit work and provide understanding of the world around the students." (1-428)

"Up-to-date info on energy, past, present, future needs and how to conserve it." (1-439)

"The film on the 'Big Ice Storm' was very informative. Most of the children couldn't believe the time and labor that went into restoring things back to normal." (1-408)

"Made them aware of their community and their overall place in it, plus their responsibility towards it." (1-406)

"It (they) provided recent information to areas of business that cannot always be obtained through outdated textbooks." (1-433)

"Movie, 'The Big Lake' provided excellent history of the Lake Superior area, and 'Mich in Motion' gives excellent information on the impact of the auto on Mich. History." (1-427)

"One of my primary purposes for using the films was for different career areas. The students were interested and very attentive during the films. The films make them aware of some different occupational areas." (1-458)

"'The Climber', 'Fences & Gates', It's Everybody's Biz', 'Once Upon a Time'--the above films were used and I use each year. They are excellent for illustrating basic economic concepts. Climber & Fences & Gates both show the value of profit and whether a biz will succeed or not. It's Everybody's Biz is good for formation and foundations of biz. Once Upon a Time good illustration for problem with too much gov't intervention." (1-473)

"Effective in helping to gain understanding of more effective and efficient energy uses." (1-432)

"In the study of Mich. History the films covered many things not covered in the book, and proivded an updated look at different areas of the state." (1-460)

"Learned materials in more depth--visuals help a lot." (1-483)

"1. Zap the Cat--below students level, but brought out important points for all grade levels. 2. Break the Record--exciting and interesting--used to increase student interest in automotives." (1-409)

"My students benefit in a variety of ways. Most are now more aware of their environment and the energy crisis that exist in our world." (1-431)

"Atomic radiation ad structure." (1-471)

"Very informative and interesting." (1-429)

"The film was a good initial teaching experience--was used as a springboard to a more detailed probe of the problem by those children who felt it to be worthwhile. The effect that man can have on the natural order, both positive and neg." (1-499)

"I use numerous films and materials yearly. It would be eifficult to comment on each. I do feel the program and materials offered are effective and enhance my classroom instruction." (1-455)

"They learned energy conservation and the need for controlled technology." (1-467)

"I felt the films were very good. Of course one must order films that are related to the topic being taught." (1-402)

"I used the films on Michigan geography and history. They bring to life some of the historical detail contained in traditional books." (1-457)

"Pupils see different parts of Michigan. And past places of importance in Michigan's history." (1-454)

"I deal with students most of which come from a **limited background. **(both money and travel experiences). I enjoy seeing the eyes of students light up as they see a powerful world moving beyond the city limits (many students have never left the county line). (1-411)

"1. The role of energy in our society today; 2. The concept of caring for our planet; 3. The complications involved in improving our world." (1-487)

"Excellent source of current information in various occupations." (1-443)

"First chance most students had to see a pumped storage operation." (1-464)

"That Consumer's Power is very subtle in its advertising. They tell how Consumer's perceives the problems not how an environmentalist or even a common sense person perceives a problem." (1-470)

"I order many films so it's hard to elaborate on the answers--but generally speaking the films show and thus teach. What they can never learn from a book! Keep up the good work." (1-445)

"The kids were very entertained as well as learned about how our Great Lakes were formed. Students love this film." (1-401)

"The films were supplementary material to teach students the real world of work. The films were shown in business classes." (1-484)

"Students learned that some industries do care for the environment." (1-426)

"They learned about starting their own business. I thought it was on mountain climbing--area we were studying." (1-434a)

"Learning is undeterminable. They were however exposed to a valuable experience because of the films' quality and depth." (1-434b)

"The film on setting the land-speed record impressed the students most, but they failed for the most part to see the real message of the film. The long preparation regained. Ditto for the film on the mountain climber. Second Genesis appealed very little to the group of reluctant learners." (1-434c)

"Supplies students with supplementary material." (1-434d)

"Concepts were presented in a way more relative to their everyday experience." (1-448)

"Somewhat informative." (1-501)

"They learned many things that could not have been seen or discussed unless we had your films. Your films were effective and important to my science students." (1-508)

"The students learned about ecology, about an important river in our state, what can be done by concerned people to save our environment. I also gave them a test after the movie and was surprised at what they had retained." (1-505)

"To watch for and react to attempts by industry to color their thinking--a positive use of the films." (1-194)

"We have shown many CP films. They are primarily used as excellent supplementary films for environmental science. Specifically energy-environment issues, values, trade-offs, alternatives, and consequences." (1-053)

"Generally a broadened background and appreciation of their place with energy and resources." (1-084)

"Am speaking mainly of the trilogy series on Mich. History. Films outstandingin presentation and coverage. Best available in their field. A real plus for Consumers! My 'Michigan' History-Geography class covers about 95% of everything shown in these films. Films used specifically for content review prior to testing. These films cover so much Michigan History that value might be limited if used other than in a regular Michigan course. I look forward each quarter to using these fine films!" (1-311)

"With the energy problems we have the students understand what companies like Consumers Power Co. face." (1-364)

"The Climber: Aided in children's understanding of the problems of a businessman. Children were involved in running their own business for a mini-society unit." (1-478)

"I believe they have a better understanding of the power company's side of energy, not just their own." (1-143)

"They are helpful inthe study of Michigan." (1-359)

"They saw first hand how things were done in the past and how this affects the present." (1-022)

"Pupils learned exact terminology and obtained a clear development of concepts presented. A very good supplementary resource to enrich a program." (1-357)

"Gave a good background on the development of Michigan. Other films gave the power companies side of the problems of govt. regulation (Once Upon A Time)." (1-385)

"The film which I remember in particular was on nuclear energy plants, their value and operation. The student learned of the plants' presence, contribution to energy needs, and some scientific terms like fission and fusion." (1-474)

"Historical perspective in The River That Came Back. Solar Energy and You film exposes them to different solar applications." (1-480)

"They learned first hand the everyday importance of energy and energy conservation and alternatives of energy conservation." (1-500)

"Energy development as viewed by companies." (1-204)

"I feel they learned safety from the "Zap" film. The ice-storm made them recall how the situation was when the storm hit us in 76. I can't remember the other film." (1-142)

"The vast area that receives service from C.P. The numerous types of machines and equipment required to perform these services and the length of time involved in returning service when interrupted." (1-180)

"The films were used to expose students to the various careers depicted in the films." (1-043)

"An appreciation for the development of their state." (1-212)

APPENDIX C

Written comments received in response to the statement "Please tell us in your own words what you believed your pupils learned from the educational literature provided by CONSUMERS POWER COMPANY."

"My first grade classes learned some important safety rules from A to Zap." (2-027)

"At the first and second grade level, much material is used for motivation, attention getting. Although the material has complex topics, general ideas can be taught with these materials. Mainly, they learned the need to conserve and purposes for this. Also learned about multiple sources of energy." (2-112)

"The second graders became aware of safety precautions to use near electricity as well as understanding how electricity gets to their homes and school." (2-141)

"I feel that the material is presented in a way appealing to primary children. The fun-way raised the level of their consciousness to the hazards they can avoid. The 'Zap Song' was a big hit with the class. Thank you for sharing." (2-221)

"Material provided current and accurate information in the Energy Field. The 'Comic' approach is a stimulus to want to read--enjoy learning." (2-238)

"Because we are in Jackson my 3rd pupils can relate easily to Consumers and the work it does for them--mainly supply electricity and gas to their home and prevent pollution." (2-265)

"The importance of conservation--an understanding of our utility company." (2-268)

"My students especially benefited from the booklets 'Electric Safety from 'A' to Zap'. The many uses and dangers of electric power reinforced our unit on electricity." (2-273)

"The children learned a great deal about a serious subject (electricity) in a pleasant format (comic book) and at a level they could understand." (2-284)

"An awareness of what power is, where it originates and how to use it safely." (2-311)

"I think my students became more aware of home electrical hazards. Shortly before I taught this unit, a student from my class lost his family's home in a fire caused by an electrical problem. The safety posters especially were effective." (2-374)

"-Some basic information (reinforcement) of concepts mentioned in books.
-Greater strength in CP materials toward career ed (oriented.)
-Movie 'Big Dig' provided information unavailable anywhere else.
-Reinforced science concepts.
-Emphasize safety and dangers and precautions." (2-389)

"Environmental concerns." (2-392)

"Safety." (2-450)

"Consumers Power produces an excellent kit and resource materials on Electricity and Energy. They were very effective in my classroom." (2-473)

"My 1st graders have a better understanding of the dangers of electricity. They have gained some knowledge of how elec. works and pollution and environment." (2-478)

"What is happening currently espeically with the booklet The American Economic System and your part in it." (2-018)

"I have used the Effie literature for years with my students. I feel it provides them with an understandable and interesting introduction to electricity and energy. The children use Effie as a figure in all their subject areas, during the time we are studying electricity." (2-023)'

"Awareness of energy use!" (2-066)

"I'm sorry but I was ill when the film was used. The sub gave me some information." (2-088)

"Many facts available in attractive instructional material form. They did not have to search many different places. There is such a limited amount of good material available on this important topic." (2-082)

"They've learned much about Michigan--were very impressed with what C. P. men did for the "Ice Storm of '76"--that is how quickly they got everyone back in service. It's impossible to tell what they've learned--no tests, etc. But they have been made much more aware of things here in Mich." (2-034)

"Good experience for them seeing things seems to be better than just reading about them. Sometimes biased--the kids picked it up." (2-017)

"Learned about the safety and danger of the literature. How it came about--and is used." (2-045)

"Increased awareness of dangers of electricity, how electricity comes to the house." (2-001)

"A much better understanding of ecology and electric safety!" (2-068)

"Since this material was covered sometime ago, I cannot fully and adequately go into details. Generalities such as: proper use, safety, ecological points of view; energy consciousness." (1-055)

"The children have a much clearer idea of the early day of Michigan. They are more aware of the types of energy used. They have learned safety rules as applied to the uses of energy." (2-084)

"General information." (2-074)

"Practical information on safety, etc." (2-039)

"Learned the distinct odor that natural gas gives off and that this smell is added to the gass--otherwise one couldn't smell it." (2-026)

"Valuable concepts in self-employment. Careers in welding otherwise not available in our area. Materials used to develop employability skills." (2-028)

"The literature supported and enhanced the scientific concepts I taught concerning energy, pollution, and ecology. The students learned certain facts which may have affected their attitudes and actions." (2-091)

"Basic understanding of electrical energy. These are urban poor children with very little perspective towards how things work, or why. We saw the film 'From A to Zap' and used posters and cartoon booklets." (2-080)

Had an effect, kids impressed that a company would take time to write a booklet about how to respect their product--make it safer for people. We learned about the dangers of electricity if not used properly. I heard other children repeating safety rules to each other after we used the book. Enriched their reading and speaking vocabularies. Explained in a simple way about the benefits of electricity and also a little more about what electricity actually is--where it comes from." (2-025)

"Safety tips, especially while near electricity and natural gas. How to avoid being 'zapped' by electricity. Exactly what a natural gas leak smells like." (2-048)

"More about ecology, diseases, and our environment." (2-019)

"The ever present problems of environmental quality and possible areas of solutions." (2-089)

"Fits well with the unit on electricity for science." (2-009)

"Energy conservation. Needs more games--class activity oriented lessons. Ditto masters are good." (2-015)

"They learned more about dealing with the energy crisis and its problems." (2-071)

"We do a unit on magnets and electricity and I found the information you sent to aid me and my second graders in understanding not only services of Consumer Power Co., but also helped in teaching the skills in this unit." (2-077)

"It made them aware that electricity and gas was a commercial product. It provoked much discussion. A youngster that I wondered if he could use complete sentences did!" (2-164)

"Material was used to enhance language, to present viewpoints on energy, etc.--children appeared to gain in understanding. Animated cartoon vehicle is excellent. Also learned to think while learning." (2-151)

"The films have been clear, colorful and informative. I've felt that explanations have been understandable at my classroom level. Each film has had hard facts yet some humor to relieve the feeling of an 'informative lesson'. (2-230)

"In an ever energy conscious world I believe your literature and films make us aware of our reliance on energy and our need to conserve whenever and wherever possible. Not only do the children learn factual material but they also have a positive part to play in it." (2-237)

"They learned the significance of conserving and preserving our natural resources. They learned also the need and importance of everyone becoming conservationists." (2-264)

"My students learned a lot of practical information which they can use in their daily lives concerning electricity and how to safely use it. The 'Zap' cartoon booklet, and filmstrip are very good." (2-270)

"I have ordered several movies and booklets for my classes this year. I teach science (electricity, ecosystems, etc.) which Consumers Power had to offer me. I also teach health (safety, etc.). So this is a good resrouce area for me." (2-346)

"Many of my students are remedial readers and all visual materials used are very helpful in the learning process, especially if they are presented in an entertaining way and at a level appropriate to the students interest." (2-334)

"They learned safety rules around electricity." (2-145)

"The students were very interested in pollution and how it affects the atmosphere." (2-121)

"The educational materials provided by Consumers Power Company were used primarily as a supplement to reinforce concepts and as enrichment activities. Their attractive format encouraged students to read them. The literature used this year deal mostly with energy conservation problems and ecology." (2-008)

"Refreshing change from listening to the teacher!" (2-337)

"All of my students are learning disabled. They are all within the average range of intelligence. Their problems are within the language area. There just aren't any materials for this age group on these topics. They have become aware of the dangers in careless use of electricity. They learned how to use energy more conservatively. They now have a healthier respect for their environment." (2-227)

"Material used as supplementary in the Resource Room--enriched student's understanding of electricity and power in a motivational way--through tapes and filmstrips that could operate themselves." (2-185)

"I feel that my pupils became more aware of the world around them, and got a better view of how much we depend on industry in our daily activities." (2-356)

"Basically students gain some knowledge and insights into the production of energy, various uses of it and conservation methods and techniques. Another important item has been the safety literature for many everyday encounters." (2-359)

"Got a good concept of energy to supplement the energy section in their basic physics book." (2-455)

"Posters--Reminded students of ways of being safe and protecting themselves from electrical dangers." (2-491)

"Your films are getting very worn. The printed material is fine. Did not receive a free kit I ordered." (2-051)

"Electrical safety concepts very well covered." (2-042)

"I have answered this questionaire based on the numerous films we have received. The feedback on the films has been excellent and motivated students to do independent reading on the various subjects." (2-052)

"Today all of us need to be aware of energy needs--production--and conservation--much of what is available seems to be 'smearing' producers. Though this material was producer originated it seemed less biased and to the point." (2-079)

"The children learned how electricity passed from station to home. The children learned not to touch wires and why." (2-099)

"Electrical safety." (2-083)

"I have used printed material and picked up films from Consumers Power that I have used with my classes for many years now. I find them to be very informative and contain a minimal amount of advertising, if that is what you mean by No. 18. Some of the materials were written in 'comic book' style which was an excellent motivational scheme for children." (2-043)

"Making of electricity! More awareness of energy crisis!" (2-176)

"Safety in proximity to electrical wiring." (2-192)

"From 'Electric Safety from A to Zap!', my students learned the hazards of improper handling of electricity and how to stay safe from electric shock. 'A Powerful Friend' helped even my students understand how electricity is made and how it gets into appliances." (2-1-4)

"The movie rec'd 'Electric Safety from A to Zap' was described differently in the catalog--it was not about that description. Also it was about 3 wks late. The coloring book came on time and was very appropriate." (2-157)

"We used the kit about electricity A to Z Zap. They love the cartoon book and filmstrip. We also have the energy filmstrip kit. I would like to see more movies available for early elementary grades." (2-177)

"A greater awareness of the many occupational alternatives available not only within Consumers Power Company, but also within companies of similar stature." (2-156)

"About electric safety and gas safety." (2-140)

"Used an Energy unit in the 4th grade and needed much material to sort from and up-to-date. It's surprising how much kids 9-11 know about shortage of energy--and want to learn more." (2-178)

"My pupils learned of the uses of electricity, safety hazards, and safety measures." (2-118)

"Basic electrical safety both in the home and outdoors." (2-183)

"They learned about the ice storm." (2-133)

"We used a comic book on ecology. We can't just go back to horse and buggy days and feed the world. We need to improve on our present technology as we discover its flaws." (2-149)

"How electricity travels." (2-146)

"The children learned about Electric Safety and how to be a more careful consumer of energy. They learned also what energy and power was, and they had fun while learning." (2-160)

"Pictures and words along with the films enforce the learning; makes it more 'real' for them." (2-169)

"A better understanding of some natural resources and hopefully, an appreciation of the need for conservation. I trust that the charming coloring books and comics helped to develop a healthy respect for electricity." (2-132)

"We read about effects of pollution and also used posters on electricity safety and gas odors." (2-189)

"The Safety of electricity in our homes and communities." (2-125)

"That knowledge is greater than the amount available in textbooks and sometimes even more interesting. Many sources of knowledge other than textbooks. Also--the superiority of free-enterprise system." (2-123)

"Zap--Electricity from A to Z was a fun way to learn the dangers electricity presents." (2-138)

"For elementary students, your electric safety materials are a useful and effective means for teaching and re-inforcing personal safety." (2-267)

"Learned basics about elec. and that it's good and bad. Became aware of safety precautions." (2-204)

"Students learned more about energy sources and better understand the need to conserve." (2-259)

"The films provided a non-reading media from which poor readers benefitted. The written material was easy to read and sometimes served to stimulate the students to write." (2-256)

"They learned to separate fact and fiction--how to read and analyze." (2-262)

"We really got into some good classroom discussions on saving energy. They were certainly motivated by your material." (2-258)

"Learned source of gas and electricity. Increased knowledge of energy supply. Learned safety facts for safe life." (2-242)

"I particularly like the A to Zap books and the safety posters. They were informative and held student interest." (2-200)

"The printed booklets were attractively done and interesting besides giving many ideas and information in a practical way." (2-223)

"I used 'A to Zap' film and coloring books. Children loved it and I'm sure will be very aware of electrical safety." (2-225)

"The various options available in the field of careers for both men and women. Did a little in-depth study into each career area. It is important that students are cognizant of the diverse careers within CP, both skilled (college degree) and unskilled OJT)." (2-291)

"Learned safety needed when using electricity--in fun informative way. Learned background of natural gas." (2-247)

"'A is for Atom' was very effective concerning our study of the atom. It had nothing to do with 'Consumers'. The film is most valuable at a sixth grade level. I ordered 2 other films which dealt with 'Consumers Power Co' as career educ. They were most valuable in this area." (2-234)

"I received material to go with a film--material was good--but film never came. Thanks anyway." (2-292)

"I teach industrial arts 9-12 -- electricity/electronics. My first year students use consumers power materials in the study of the commercial production of electrical power. The Consumers Power materials are ideally suited to provide the student with an overview of methods and problems faced by the electrical power industry." (2-286)

"I have used Consumer's educational films for several years with my first graders. The film 'Zap' and the coloring books are really good from a safety standpoint." (2-288)

"Material coincided with our unit in science on energy. Materials provided more detailed information than we had available; esp. re: natural gas. My children esp. liked the Scratch and Sniff poster and learned the smell of natural gas." (2-269)

"The students learned about the dangers of electricity." (2-233)

"The units on energy were very good for first-graders and something I would not have otherwise taught." (2-216)

"Reinforced concepts and needs for pollution controls." (2-283)

"Be more aware of and conscious of caring for their environment." (2-203)

"They learned about electrical safety from coloring safety pictures and from the movie." (2-289)

"1. Be careful with electricity. 2. History of natural gas." (2-276)

"The energy conservation problems and solutions of today were well presented. This topic is too 'recent' to be dealt with adequately in textbooks." (2-244)

"Safety features with which to be concerned when using electricity. (Have received just one of the resources requested.)" (2-206)

"The energy kit was extremely helpful in making students aware of various options available and the problems our country faces." (2-248)

"For several years the third grades have used the following materials: Electric Safety From A to Zap coloring books, cartoon books, 16mm film, filmstrips and dittos and Safety Cartoon posters. This is an excellent unit. The children learn where electricity comes from, how it gets to our lights and safety measures. It is a delightful way of teaching this unit and I enjoy teaching it as much as the children enjoy it. Thank you for all the materials!" (2-287)

"The pupils especially liked the scratch and smell sheet. They were very excited about it and could hardly wait to take it home. The comic strip presentation was excellent for third graders. They loved it." (2-253)

"Your material helped augment my unit on careers. The movies which I selected added depth to my materials on conservation of our resources, understanding the capitolistic system, understanding what it takes to make a business (large or small) work." (2-388)

"A feeling toward how people lived in early Michigan." (2-347)

"Better awareness of energy and energy conservation--also awareness of the use of energy in everyday life." (2-339)

"'Careers in a Large Industry' was misleading. It seemed to focus on the laborer--and seemed to slide right over the skilled professionals especially office help, which is needed to keep a large industry running. I was disappointed." (2-326)

"Helped supplement their ecological sense (E-I-O)." (2-313)

"The kids enjoy the cartoon books and posters. It is more or less a motivational device, but they do learn concepts from them." (2-399)

"I use the coloring books as an ecology unit. I also have 'from A to Zap' kit from previous years (filmstrip). I use this as a supplement to my Science Book as a lesson on electricity. The materials from Consumers Power Co are an excellent supplement for an ecology unit or electrical unit--(safety). I hope they continue to give them to teachers. I look forward to using them each spring and the children love the coloring books as well as the lessons taught. 'Keep the literature coming--Consumers Power Co'!" (2-377)

"Awareness of the importance of electricity." (2-336)

"The electrical material provides much current information not available in other sources." (2-333)

"They learned rules of safety, odor of gas leak, etc. They really enjoyed the extra material provided." (2-328)

"Understanding where natural gas came from. How much and how long it takes to bring gas to our homes, etc. What uses we have for gas." (2-369)

"The materials reinforce what we teach in the room. They add a little different approach or 'spice' to the regular, often humdrum textbook approach." (2-306)

"The Great Ice Storm of 1976 seemed more like a P.R. film than anything else. Safety cartoon posters are good expecially for shop classes." (2-316)

"1. That companies produce useful information on a courtesy basis. 2. That all information should be critically evaluated on content, not just sources." (2-375)

"What can be done about our energy problems. Answers to environmental problems. Details of how gas is manufactured and finally used by the consumer." (2-391)

"The material on 'The River That Came Back' was excellent and particular beneficial and useful because as Michigan residents, not to far from the rivers students had an active knowledge of the river and it was more of a concern and aroused more interest than other, more abstract and far removed sources and subjects.

The movie on the ice storm was vivid and resulted in a strong reaction and high attention holding on the part of my 7th grade class. They had a child's memory of the event and the 'adult' view increased their awareness of the event." (2-364)

"I used your safety slogans and bulletin after series of accidents in our area had taken lives or seriously hurt students." (2-327)

"We used 'Zap,' the class is now able to say zap when shown pictures of dangerous situations." (2-373)

"The scratch and smell was helpful--it acquainted the children with the smell to be wary of. 'A to Zap' was super! A lesson on each page--plus coloring material to reinforce the discussion." (2-319)

"They have learned all about Electricity. -Where it comes from -How to use it wisely." (2-361)

"I think they gained a better understanding of natural resources. They learned ways to conserve energy. They learned about the operation and maintainance of a power company. They also broadened their knowledge of things happening in their state and country." (2-310)

"They realized how we over-use and abuse our energy sources. They learned various safety hints regarding electricity, that otherwise might have gone unmentioned at home." (2-308)

"They especially enjoyed the film and booklet 'Ee I Ee I Oh' and learned about the environment and pollution from it." (2-385)

"The children learned facts connected with: 1) production and use of natural gas; 2) safety and properties of electricity; 3) pollution problems/environmental-energy problems." (2-378)

"Reinforcement for safe practices in use of electricity (a to Zap materials). Graphic perspective and review on Michigan history (3 Mich. films)." (2-314)

"They learned, or at least were exposed to energy safety, energy conservation, and the concept of energy itself." (2-329)

"Since the age of my students range from 5 to 7 I just wanted them to become aware of the dangers of electricity." (2-363)

"Electricity--dangers and positive features." (2-380)

"Students learned alot about the safe use of electrical energy." (2-302)

"Most recently they learned of the dangers of abusing electrical power or gas supplies through the 'For Safety Sake' unit.
The conservation of natural resources was much easier to get across to most of the students thanks to the cartoon booklets relative to this subject." (2-407)

"I used the literature as a motivational supplement and also to teach or to review units in our science or social studies books." (2-421)

"So far we have only studied the safety comics which were well received and stressed alot of the concepts brought out by the safety posters. Very good materials for supplemental use." (2-496)

"More literature could be available for lower grades. My class has sure enjoyed your work." (2-401)

"Current material about responsibility of the citizen on today's energy problems." (2-507)

"The films I showed and the literature I used was propaganda to make CPC look good. Sure, they are concerned about the environment and low cost energy. But their main concern is for making money. They could cut our cost for power if they wanted. For example, they don't have to spend so much money for T.V. adds telling us how they are trying to save us money, etc." (2-495)

"They were more aware of electricity and its uses in their lives. They were more enthusiastic when doing science experiments relating to electricity. They enjoyed their own comic books and coloring books and could refer to them when they wished. They were able to share these materials with their peers and families." (2-489)

"Children enjoyed the filmstrips, records, songs, and worksheets. I believed that they really learned about electric safety and about power because these materials were well co-ordinated."

"I believe my first grade children learned the basic concept of how electricity travels. I think they will be more careful about wires and the danger of them." (2-485)

"They associate from knowing Consumers Powers Company. It provides hands-on materials. The safety posters are large for first graders which is what they need. Reproduced on eye catching colored paper. The paper materials serve for good reinforcement." (2-425)

"I am the audio-visual director of our school and did not use the materials directly myself but asked the teachers who used the materials to tell me if they were good and their opinion on the material. From what they told me all the material we received can be used effectively in our school." (2-467)

"They gained a much better understanding of what this mysterious 'electricity' stuff is and how it gets into our homes. They were especially attentive to the info concerning turing it on and off and safety facts." (2-494)

"1. An appreciation for the energy situation; 2. Sources of energy; 3. Problems encountered in attempting to solve a major issue." (2-411)

"They liked the comic books and the materials on gas leaks." (2-492)

"Learn safety rules with electricity and gas. Movies seem to be better learning tools." (2-460)

"We used the pictures as part of our safety unit in the fall. They really helped to illustrate the materials and information we introduced." (2-419)

"The correlation of energy environment--and that environment is a matter of education; energy manipulation is a creative gift that bears study." (2-445)

"Helpful and informative." (2-497)

"I feel the children learned about safety. They seemed to enjoy the material-A to Zap was on a 1st grade level." (2-463)

"Basic idea of the way in which nuclear fission is used to generate electricity." (2-488)

"I teach spe. ed. students with very little reading ability. The material I ordered was comic book form and thus put across some valuable information that they could not have 'read' otherwise." (2-451)

"Due to the fact that my class was a mentally retarded special A class, your literature was not as effective as it would have been in a regular education setting. However, each child really enjoyed what you had to offer." (2-457)

"Energy awareness, conservation, safety and health alertness. Michigan history and appreciation for our state and its development." (2-469)

"1. The roll of energy in our society today; 2. the concept of caring for our planet; 3. the complications involved in improving our world." (2-448)

"I've used a variety of materials from an economics unit, films, and energy-pollution material. It helps motivated students, and enrich programs and concepts." (2-506)

"My teaming partner and I developed an entire unit around your electricity film and it was very effective." (2-447)

"A great deal about the state of Michigan. We used the 3 film sequence of Michigan. One notation--I believe the films (at least one) were in need of repair." (2-437)

"The movies, booklets and resource material seem to present concepts simply enough for most students to understand." (2-441)

"The students that used the materials seemed to understand the subject material better. I ordered materials on nutrition. The problem was I only had <u>one</u> copy of each. Some of the time I outlined the material on the board--which was helpful. The booklet 'Food Is More Than Just Something to Eat' was excellent, but only having one made it difficult." (2-429)

"The concept of recycling was stressed and later discussed. E.g., the need for and reason for recycling. (2-307

"Materials used to reinforce the fact that the class had 'hands-on' extra stimulated their interest. I have used the materials in question with grades 6 and 2 and both have been successful experiences." (2-148)

"My class learned to have more respect for the availability and use of our natural resources. They learned of dangers and precautions to take if using gas or electricity and that those things are available because someone learned about them and developed their use for us." (2-424)

"I made a bulletin board of the safety posters. The children really enjoyed pointing out unsafe conditions. The kit on electricity was very useful." (2-397)

"The Climber: We were involved in a unit called Mini Society (an economics game for Elem. School). Children were involved in their own businesses. The film gave insight into the problems of a private businessman. Literature gave preview of information in film." (2-114)

"Electricity safety and purpose thru a story of natural gas thru a comic book. Purposes of natural gas in a community." (2-436)

"Environmentalists vs. Industrialists--this idea was understood and studied" (2-217)

"Feel that next year would be a better time to fill out questionnaire. Teachers have just been made aware of its availability and haven't had a chance to use as yet." (2-162)

"Basic background; current policies and problems; film on Cleantown was especially enjoyed and helpful." (2-117)

"A better understanding of our economic system. A better understanding of our energy problems." (2-098)

"I think they realize Consumers Power is more than a place to pay your bill to. They didn't realize the conservation that Consumers Power does." (2-126)

"Updated awareness of current events and problems and concerns." (2-060)

"Role of electricity in pollution control." (2-072)

"Pupils learned to use resource material better." (2-432)

"My lower elementary pupils learned the importance of energy but also were made aware of the dangers (electricity--plugs, shocks, etc.)" (2-434)

"They had a much better grasp of Michigan as a state and its place in history. Overview was excellent, material pertinent. Movies are slightly out-dated and not in the best condition. You should consider an updated remake of this material." (2-483)

"They learned so much from coloring the Electric Safety pictures. They will remember the no-no's much longer than just by discussion or reading alone." (2-365)

"We used the experiments to supplement our Science Study of Photosynthesis. Experiments on soils to show the importance of soil conservation. They enjoyed the comic booklets--Why We must Conserve Energy. More meaningful due to oil crisis. Filmstrips How Do We Make Electricity #1-2-3-4-5-8 were excellent. The use of cassettes along with film strips were quite helpful. Teacher's Helps very helpful." (2-004)

"They learned electricity is not something to play around with. Electricity is powerful; could be dangerous, but is necessary for much of what is used in our society." (2-154)

"The format of the material (comic book) made it seem like fun instead of learning. Students learned that pollution must be controlled, but we cannot go back to the days when it was almost non-existant." (2-020)

"More about country--farm life--sources of food, etc." (2-468)

"They learned about the dangers of electricity and talked about home experiences. We made a display in the hall of the coloring book to let the rest of the school learn too. They really enjoyed coloring in the pictures. The movie I ordered to go with it was excellent." (2-446)

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"More about country--farm life--sources of food, etc." (2-468)

"I used C.P. materials to supplement our text in the area of environmental protection. My students received a better insight into the problem and through neighbor projects increased this insight." (2-173)

"Learned about electrical hazards--what not to do and what to do." (20439)

"Hopefully they'll be able to recognize the smell of gas." (2-152)

"Your Safety Posters concerning the dangers of electricity were very effective! Had posters on board and a daily basic talk and introduced another poster!" (2-409)

"Safety habits when using electrical appliance. Play safely away from lines. What to do if see electric lines down." (2-181)

"More aware of the dangers of electricity." (2-344)

APPENDIX D

Written comments received in response to the statement "Please tell us in your own words what you believe your pupils learned from the media kit/filmstrip(s) provided by CONSUMERS POWER COMPANY."

"Sea of Senses--Became aware of previously unknown information about their environment.
River That Came Back - Impressed by problems of regulating outdoor recreation for best possible uses by all people. Hopeful that is changed their bad habits of littering and interfering w/others rights." (3-050)

"They did learn about the various careers available at Consumers because that was my focus." (3-082)

"Students viewed series of movies on energy situation and sources; I think they learned a great deal about the various energy sources and about the complexities of the energy situation." (3-097)

"Basic foundations of electricity. Basic foundations of economics. With this foundation the students strived to attain questions in that field by using other sources." (3-115)

"I have used the kits in the past and ordered a new one this year. I have found them useful as and individualized learning situation as well as group activities. I was pleased that they were not too sophisticated and yet challenging. I can use as much or as little of the kit as I wish. I have had Electricity A to Zap for 5 years and it has gone through many groups and is still very usable." (3-169)

"Very good supplementary material. Science teaching is in desperate need of current material." (3-344)

"The subject of filmstrip was covered ably for a lower elementary level. It was a little babyish for 6th grade. The Booklets we received were excellent on energy. Lots of info & on a 6th grade level." (3-354)

"The youngsters were very interested in the films, film strips and written material. They became much more aware of energy consumption and conservation of energy which was a primary goal. They enjoyed the safety posters, mural type information on gas lines and the involvement of a utility from its source to its service to the public. I was appreciative of your service." (3-373)

"The effects of electricity if not used properly." (3-419)

"Mainly used information on effective and efficient use of energy. Tried to apply ideas to home situations." (3-431)

"They were interested in the story of the negroes in Michigan." (3-434)

"Where electricity originates from, how it is harnessed and used." (3-469)

"In many areas it was a super supplement." (3-474)

"I've only received filmstrip and it arrived after we had discussed the materials." (3-496)

"I used the materials in the kit as 'review and reinforcement' for the unit on electricity we provide in a physical science course-- I believe that they added to the unit as used above." (3-054)

"I showed the film to 3rd/4th grades. It was too advanced for them, therefore they were disinterested. I felt that it was too 'busy'; showing what was done after the storm." (3-216)

"We used the multimedia kit entitled Electricity and Me. Students were able to discuss fluently the concepts of: how is electricity produced, transfered to home and industry, used and how to and why we must conserve energy. This kit was very effective. In particular the narration was excellent." (3-137)

"It is an excellent service provided for the classroom teacher. It is harder to find free resources as educational as these." (3-198)

"Crosswaite Incident--good dramatic demonstration of Fugitive Slave Law with a local origin. Filmstrip kit reinforced the concept from the textbook." (3-214)

"Received only films--was looking more for informational about processes or science rather than about what company did--so did not use some of them. Showed the Blue Flame as enrichment for car-loving teens." (3-379)

"By using the kits my students were reinforced with the idea to respect electricity and use it wisely." (3-371)

"Lots of background info. Most are up to date. Shows industry concern about energy, pollution. Interesting and usually leave students with unanswered questions for them to think about." (3-412)

"My students have learned important concepts in relation to environmental problems and possible solutions.
I hope you keep Rise and Fall of the Great Lakes in your film library." (3-440)

"Career opportunities are very important for many of the students I work with! This is the area where it really helped." (3-472)

"They had an interesting, motivating way of teaching concepts about ecology, electricity and new sources of power." (3-031)

"That there are many different sources of energy and that we need to begin looking for more sources." (3-018)

"It is good to have a company interested and prompt in supplying a need for special materials." (3-029)

"They learned from another source beside myself and their textbook, how to relate to their community and how the power company provides services outside of the area that we generally associate with their work." (3-086)

"They learned different sources and uses of energy. Also how to conserve it." (3-056)

"Help students to understand the role Michigan had in abolition and Underground Railroad. Showed that both black & white have to work together to solve problems." (3-073)

"The emphasis was in making students aware of electricity's importance in their lives, how to conserve it, etc. I believe the filmstrips did this." (3-004)

"Wider range of information on Social Studies and Science subjects." (3-052)

"I like the historical impact of the 3 Michigan films." (3-071)

"I think they learned just a little bit more the role Michigan plays or played." (3-062)

"About dangers--conserving energy; Michigan slavery conditions!" (3-092)

"Energy conservation; History of Michigan; new careers and opportunities." (3-068)

"The students become aware of the entire process of electricity beginning with its production all the way to its conservation. They are better able to visualize the uses of electricity and even conceive the careers involved in this industry." (3-047)

"A better understanding of the subject. Sometimes pictures are better than words in getting points across." (3-059)

"We've used the Michigan films to increase their knowledge of their own state. The conservation and anti-pollution films helped strengthen certain concepts also." (3-039)

"They learned about electricity and safety. They also learned about being efficient users of energy and learned about being efficient users of energy and learned a tremendous amount of information on power." (3-001)

"We have used 'A Powerful Friend' and 'From A to Zap'. Also the 'Stay Away, Stay Alive' posters. My children have learned more of the importance and uses of electricity and the danger when it is misused." (3-075)

"The effects of pollution was made much more real." (3-002)

"Good note taking skills. Awareness of the importance of business in the world of science." (3-044)

"Students were able to gain basic knowledge about the production and distribution of electricity." (3-012)

"The experiments were used to supplement our study of photosynthesis, also conservation of soil.
The comic booklets were quite meaningful in conservation of energy.
The filmstrips and cassettes were used with our unit study of conserving Energy, as well as learning more about electricity.
The cassettes made the filmstrips more interesting. Thanks for the Teacher's Helps." (3-099)

"I have used materials from Consumers Power Company for years including films. I taught 3 to 4 rooms science in the fourth grade. All materials were used as a basic lesson which was followed with reviews and more research reports etc. In the past two years I have had third grade. There doesn't seem to be much available for third grade. The booklets we received were very helpful." (3-076)

"A deeper understanding of problems involved in the slave issue and the role(s) played by people of Michigan." (3-078)

"Used many different materials as supp. & basic so difficult to list learning specific to films/kits." (3-188)

"Although we have only used a limited amount of films, I think my students gained some knowledge of alternative forms of energy. Also some knowledge that energy is needed by all people, not just their families." (3-106)

"Appreciation that somethings are being done to fight pollution and solve the energy crisis." (3-141)

"'Once Upon a Time', was a very interesting, informative and well done commentary on government control of business. I have shown about 4 films from CP. 'The Great Ice Storm' and others were very trivial and intrusive. The last two I have shown have been excellent, thus, changing my attitude towards CP sponsored films." (3-147)

"That the economic aspects of environmental problems are very important, but may be exagerated.
That there are different views toward environmental problems.
To be aware of bias (the bias sword cuts two ways)." (3-143)

"The concepts that the strip were conveying." (3-136)

"My students learned the very basic facts of electricity." (3-111)

"1. Practical knowledge--how to read an electric and gas meter.
2. Energy conservation suggestions." (3-151)

"Insight into how electrical energy is produced and distributed to their homes. Problems and the different jobs people have in a elect. utility." (3-110)

"It made the history of Michigan seem more real to 4th graders rather than reading about Michigan's development in social studies books. The movie was fast moving and held their interest." (3-153)

"I use the films as either an introduction to a unit or as follow up. Students have enjoyed, responded very positively, and learned from them." (3-148)

"I've ordered and used so many that it would extremely difficult to summarize. I think they are quite captivated and learn much from each one." (3-121)

"Students learned about the environment and about it from industry viewpoints also." (3-124)

"It helped the students develop an understanding of the energy problems facing us and led to discussions on ways they and their families might conserve." (3-107)

"The kit emphasized energy conservation and sources in a way that other materials didn't." (3-117)

"The filmstrip reinforced their understanding of an energy crisis and how they could help--what they may need to learn to live without, etc." (3-185)

"Electric safety." (3-190)

"Our students learned that working together is much better in getting the job done. The film showed how many other companies help clean-up after the 76 ice storm. Consumers Power Company acted in the best interests of the customer." (3-164)

"One of the kits was very valuable for Science Projects which all students are required to do. Also, the impact of the energy problems in our country is shown to the studentsusing your materials. I have used more of your materials in the past years. The reason is that I taught Chemistry at that time." (3-274)

"They developed an awareness of the origins of electrical power, the dangers of its misuse and the extent to which it is used in our lives today." (3-280)

"A better feeling of our economy and its related problems." (3-283)

"Your kits contain much material. I need to help out with inadequate textbooks. The children learn easier from a-v materials at times, also." (3-270)

"These were ordered for a unit in energy--uses, misuses, consumption and conservation. The material is very good." (3-284)

"The understanding of power and the use of taking it for granted." (3-202)

"Depending on the kits, they learned: 1. Facts about Electricity; 2. Dangers of Electricity; 3. Uses and Sources of Electricity." (3-244)

"Electrical Safety; Energy Conservation; Basic Economic Principles." (3-276)

"It is difficult to recall now--some time later, and the material was used in conjunction with several others. However, they were interested in it and they seemed to relate to it and understand it well. They were very responsive to questions." (3-291)

"They became aware of many economic principles and facts on a practical level that the regular curriculum textbooks do not cover." (3-226)

"These are excellent Michigan films used for Michigan History classes. They enhanced the book material and let the students see what they were reading about. They also provided new information not in the text. The films clarified things and increased understanding." (3-212)

"I've used many consumers power kits, etc., movies, booklets, etc. They all have been helpful and given insight ot problems." (3-245)

"I can't say--the material was used by teachers, who always seem pleased with materials I have ordered from you." (3-255)

"Usefulness of electricty safety rules." (3-253)

"Importance of using electricity safely." (3-254)

"Our students respond to the visual approach rather than the written word. In viewing your material they were able to understand the efforts the industry is making to help abate the energy shortage and that all of us must put forth this same effort to make the 'shortage' less of a burden on all." (3-258)

"We correlated this with our bodies and energy source. Helped students realize need for a power source--in us-food; in machines-electricity We did not use filmstrip 3." (30272)

"The students received a basic understanding of the production, distribution and use of electricity. With final topics on the cost of the production of electricity. Thus emphasizing the importance of conservation." (3-289)

"The media kits provided the students with a broader concept of areas which were not totally familiar to me." (3-383)

"Complex problem of building a power source and amount of lead time necessary for such a job." (3-351)

"They seemed to understand better the need for personal energy conservation. It was made more important to them. This material also reinforced what had already been read and discussed in class." (3-318)

"Importance of energy to them and their society; some basic economic principles." (3-337)

"At present, we are working on the electricity filmstrips which we received in 1977. They are an excellent aid to informing the student with the basic facts of electricity and with how electricity is supplied to a community. The booklet for the teacher is a great aid in preparing the children for each filmstrip. The posters on electricity are such that a clear message of safety is given. Many children would not otherwise know of these dangers.
I am grateful that your company puts out such excellent material for the students. The film on the Ludington Plant was terrific." (3-374)

"At the 4th grade science level, your kit helped in teaching basic concepts and uses of electricity. I was very pleased with the quality of the cassettes and filmstrips." (3-357)

"An understanding of the production of electricity. The filmstrips provided a good visual aid that otherwise would have been lacking in their study." (3-360)

"Many students surprised to learn that Cons. Power even produced this kind of material--excellent coverage on 'Electricity and Me' most finally understood what a generator was." (3-345)

"They were a visual aid to what they had learned so hopefully they will remember." (3-350)

"The kits provide another look at problems and solving them. Often better results can be seen when industry is involved." (3-323)

"Students learned a little about how Michigan was settled and the type of life early Michiganians lived." (3-342)

"Uses of alternate forms of energy, also how we produce and utilize present forms of energy." (3-363)

"The complexity of the problems surrounding the entire area of the energy shortage." (3-352)

"Current everyday knowledge." (3-384)

"Consumers Power Company kits & films have provided us with the most up-to-date energy-conservation materials available to a low-budget rural school. Pupils learned the importance of energy conservation and methods of energy conservation." (3-361)

"Updated text material to a degree the students could associate text to everyday life. Very good supplemental material." (3-362)

"A broader understanding of the areas we studied through the filmstrips and films. Excellent Michigan films--good material on the Civil War and slavery." (3-368)

"I asked them to research the info. presented and compare other viewpoints presented in other materials to that presented by C.P.C." (3-313)

"I used the movies to supplement a unit that I was teaching on Energy. I attempted to present to my classes the need to conserve and I attempted to show them the real problems ahead of us if we don't. The movies helped a great deal in that respect." (3-314)

"I feel that the students learned. Measuring this will be difficult. Exposure, discussion, and assignments were used to initiate this type of lesson." (3-392)

"Will be helpful in ecology unit--as a base for energy education." (3-302)

"They are more aware of the energy problem" (3-316)

"The kits I received from Consumers Power very helpful when teaching my class basic information about electricity and the safety of electricity." (3-329)

"Provided a real life incident from our area which made the material more relevant." (3-367)

"Up-to-date information that cannot be found from other sources." (3-348)

"I have only used 'Energy: Now & In the Future' kit extensively. I only just received the others. I believe my students understand more about the different energy alternatives and the need for research and development. I supplemented the kit with my own materials too." (3-407)

"They learned about the river, pollution, its value to Michigan, and other things that were of benefit." (3-481)

"The materials were very helpful especially in areas where I had trouble finding material. In other areas it was used as supplemental material, and was very valuable." (3-487)

"Saving of Energy can be practical. Environment control is a matter of education." (3-401)

"I feel that my students learned about how electricity is produced, where it comes from, how it's distributed, and how it's used. Conservation was not pushed strongly enough." (3-466)

"Gave students a better idea of what energy is all about." (3-493)

"The electricity was very helpful to tell students how to use it." (3-488)

"Basic of energy." (3-507)

"'Ee Yi Ee Yi Yow' emphasized what I had already lectured about. 'Winter Ice Storm' brought back memories to all of the severity of the storm. Appreciated costs involved in clean up." (3-476)

"Specific information about the particular topic introduced; even more in-depth information than found in a general informational book." (3-464)

"Have not used the brochure as yet--films generally were for careers--The Climbers was an especially good one." (3-405)

"I've used many of Consumer's films and kits from Kdg - thru Middle School Learning Center to my present H. S. Learning Center and they usually get the message 'point' across well. Often better than texts. I've used a lot on electric safety, energy conservation, business, govt. in industry and they've been very relevant and have interestingly got the messages across. In my present H.S. L. Center, I teach a gov't. class also." (3-439)

"The films helped illustrate the importance and interrelationships of living organisms." (3-477)

"I used the film strips on Energy Now and in the Future. Two observations I made are: 1. The F.S. covered well the concept of energy problems, energy sources and potential energy sources. 2. However, the method used in covering these concepts was done in a quite boring fashion. It was difficult to keep student interest." (3-465)

"They obtained a better knowledge and understanding of energy concepts that <u>will</u> play an important part in their future. My students have already begun to enquire more about electricity and gas, on their own. --this is encouraging." (3-432)

"They seemed to develope an awareness of the energy systems." (3-444)

"It is very difficult to explain natural gas and how it gets to the home. The kit does a good job of explaining." (3-479)

"In some cases, the films we used reinforced what we were already teaching. Others presented new areas." (3-460)

"They learned CP's stand on nuclear power. We balanced this with anti nuclear info to hopefully arrive at a balanced approach." (3-447)

"They loved the big words (like recycle) and added many new words to their vocabulary--and they gained an understanding of what they mean!" (3-309)

"The Energy Environment Game is an intregal part of our energy unit, helping students to gain knowledge concerning everyday energy use/ consumption." (3-376)

"Excellent supplemental material." (3-285)

"The importance of our natural resources and their conservation for the present and future." (3-200)

"The children learned the meaning of energy, where energy comes from, and how it gets to our homes. They also learned many safety rules which, I believe, will always be remembered. They told me that they sure didn't want to get 'zapped'!" (3-415)

"A concern for the future." (3-424)

"1. Current things being done in our society. 2. About things they didn't know." (3-230)

"My students have a more graphic realization and understanding of the causes and effects of pollution." (3-144)

"Basic problems and needs are shared by everyone." (3-040)

"Our main concern was an introductory unit on energy. It was our concern that students realize that electricity can be a friend, but can also be dangerous if used incorrectly. To this point, your kits were very helpful!" (3-425)

"The danger of electricity and the safety of electricity." (3-378)

"As a librarian my role is to provide and interest teachers and students in materials. I haven't actually used these with a class myself, but have collected reports from teachers who have.
Jr. high students have found them helpful for reports.
Teachers seeking info on types of power, how to conserve and why we need to conserve have found them helpful." (3-505)

"Basics of ecology and the need for energy conservation." (3-053)

"Power, A to Zap--This was down to their age level, they loved the songs and coloring books and comic books." (3-077)

"Energy is needed but must obey safety rules to protect ourselves." (3-113)

"The material concerned Michigan history--therefore somewhat specialized. Your materials in a real sense give an aura of legitmacy to the study of an enrichment subject." (3-294)

"I have used 'A Powerful Friend' and found that it opened a whole new area of interest for the children--inspired curiosity (safe kind) and desire to learn more. Other classes are planning to use the material also." (3-317)

"The film was too difficult for first graders." (3-103)

"Better understanding of Michigan's history." (3-467)

"Updated awareness of current events and problems and concerns." (3-220)

"Much more conscious of safety, what to look for. More aware of where power, energy for society comes from." (3-211)

"Ecological relationships." (3-304)

"They gained a completely new awareness of what electricity is, does and how to conserve it." (3-494)

"Filmstrip reinforced concepts earlier taught in energy conservation unit. I felt it was excellent!" (3-478)

"Since I did show the 16mm film before the filmstrip, it was only a backup message. The children liked the comic book much better than the filmstrip. They did enjoy the song and wanted to sing it many times. I don't think they learned anything new from the filmstrip. The dittoes were not effective." (3-334)

"These materials have not been used by the staff and students as much as I had hoped. However, we have been in a transitional stage at the center this year and, hopefully, next year we'll be in a somewhat more settled state. Perhaps more staff and students will make use of the materials then." (3-452)

"Our district was emphasizing energy conservation for the month of December. The children learned many facts about energy." (3-007)

"Now more aware of sources of power, need for conservation." (3-282)

"Many facts about using electricity--'do's and don't's'. Many facts on power vs. using 'muscles'." (3-303)

"A better understanding of our natural resources. Safety Conservation appreciation." (3-084)

"How electricity is produced? Carried to the home. Ways of saving energy. Careers in electricity. (3-325)

"The media kit I used was on energy conservation. It is difficult to convince people today of the need to more wisely use our energy supply. I hope the kit made them more aware of the increasing problem." (3-024)

"Electricity--What Is It?--They received an understanding of what electricity is and how it is produced. The children also learned how to save electrical energy and why, how electricity is used in homes and industry. They gained an understanding of why electricity rates are rising.
Electric Safety from A to Zap--They learned how electricity travels and how to avoid getting "ZAPPED!" Cute material.
Energy--Why We Must Conserve It now!--The class also learned about energy sources and why our fossil fuels must be conserved." (3-458)

"I used Electric Safety from "A" to Zap and A Powerful Friend. The children completely enjoyed both of these kits. They developed an awareness of electricity and energy and learned things about this subject matter that they never knew anything about before.
They enjoyed the records and worksheets that went along with the kits. The teachers guides were very helpful and we did many of the suggested activities." (3-005)

"The material from Consumers Power Company is quite valuable to me and my students because I want students to learn about the area they live in. Your material in about Michigan and my students can relate to theinformation taught." (3-022)

"I feel they have learned things they didn't realize before." (3-119)

APPENDIX E

Written comments received in response to the question "Have you any suggestions for ways in which CONSUMERS POWER COMPANY can improve their educational films?"

"No." (1-338), (1-303), (1-280), (1-421), (1-434d), (1-443), (1-487), (1-432), (1-433), (1-412), (1-449), (1-282), (1-132), (1-183), (1-170), (1-108), (1-112), (1-087), (1-090), (1-009), (1-001), (1-023), (1-080), (1-019), (1-482)

"Have more for early elementary." (1-004)

"More job related films geared for early ele-3rd grade--Any films for that matter at our level." (1-007)

"No--our teachers appreciate all of them. We would appreciate having more films available." (1-056)

"Not too much background music. Voices pleasing. Jr. High kids very critical." (1-104)

"Need more on intermediate elementary level." (1-148)

"Making them directed to children's comprehension and key concepts." (1-149)

"Some films are getting worn and need redoing--I notice this on the Michigan series as I've used them for the past 11 years." (1-200)

"Educational insights and consulting when actually developing the films." (1-227)

"I would like to see another film added to the Michigan series which would be a little more modern--a continuation of Michigan in Motion." (1-260)

"Offer a few more choices for third grade level, some of the information was too complex." (1-274)

"16mm film are most effective in my opinion." (1-300)

"A little less propaganda." (1-302)

"Produce a series of Michigan History films that covers specialized topics." (1-370)

"No, they are excellent." (1-456)

"Make them available to our REAL Library." (1-020)

"Provide a list of things for the students to look for in each film--this way the student is more prepared to gain as much as possible from each viewing." (1-379)

"Yes! They sound like adds for the company!! Stop this!!" (1-461)

"Sometimes cartoon animation in cited areas are useful." (1-058)

"Leave more space between questions on supplementary materials." (1-051)

"Film quality is good--alightly bias but good." (1-027)

"The Teacher's Film Guide always arrives 5-10 days after the film has been received and shown." (1-092)

"Use vocabulary geared to level of student for which film is supposedly designed." (1-002)

"Bring some up to date." (1-005)

"Check more often for normal wear and tear." (1-093)

"More topics on Michigan resources, economy, tourism, Great Lakes shipping, Soo Locks, and nature study." (1-025)

"Everything was fine." (1-091)

"Wildlife/endangered species; man/animal/nature relationships--tremendous interest on part of 7th-8th yr." (1-079)

"Make better arrangements to get films delivered on time. All of mine were at least one day late." (1-074)

"Have more films dealing with the state of Michigan made available." (1-096)

"1. Speaker from the industry to talk about their jobs in a class. (demonstrate) 2. More dealing with the background needed for these jobs." (1-042)

"The photography was well done. The narrative portion was weak." (1-048)

"Yes. I would like to see a recent picture of the places talked about--to compare--then and now." (1-024)

"Some films seem to be in poor condition." (1-040)

"More up to date." (1-162)

"Please update the films. Some are old!" (1-189)

"I wish they had more films related to government--and governmental systems." (1-120)

"Have more films for elementary and more Science/Social Studies topics." (1-111)

"One way to improve would be to offer a greater variety of films." (1-187)

"Keep up the good work! We need more!" (1-146)

"Yes, also include problems with nuclear power." (1-186)

"There are additional films on Michigan that are available from utility companies not in our area. Adding to your library on Michigan would greatly aid those of us who are attempting to teach Michigan history." (1-175)

"Less career-oriented." (1-123)

"Please forward Teacher's Film Guide to arrive on or before film arrives." (1-197)

"Possible physical aspect of 1) chemistry; 2) energy; 3) water; 4) air." (1-134)

"More material for the intermediate grades." (1-139)

"Films are good." (1-109)

"Uncertain." (1-126)

"There's a big need in schools for showing students how a power plant produces electricity from different fuels--particularly what a boiler is really like--what a steam turbine is like--what a generator is like and how each does its job. None exist at present. I'd like to help make one." (1-129)

"Please make more technical films which were around in the 1960s, but moreinteresting.
Films that cover ohms law, characteristics and explanations, Atom theory of conductors, insulators. Any film on basic electrical theory would be helpful." (1-105)

"Make more!" (1-137)

"Yes! On films relating to energy try to give all points of view, not the bias position held by an energy company." (1-115)

"More detailed industrial films." (1-218)

"More up-to-date film footage of historical attractions." (1-265)

"Make sure the films are in good shape. Some are impossible to show." (1-229)

"I would like to see more historical films." (1-298)

"As much as possible, make films in terms of political trade-off." (1-257)

"More technical films, films directed toward more specific problems." (1-230)

"Presently very good!" (1-259)

"Keep them up to date." (1-213)

"Indicate all sides of an issue...even if the company's interests might be at stake." (1-284)

"Coordinate mailings with school end (May) and starting (Sept) when films are ordered." (1-358)

"Not to mix films with ones that I ordered. If I don't get the one I want please send a notice and then send the film as soon as possible. A couple of times I never received the films I ordered." (1-367)

"Cover topics not usually covered by career ed films." (1-305)

"The films were in very bad physical shape--please have them checked more carefully and repair them." (1-349)

"More descriptive explanation of film material via Modern Talking Picture Service in Detroit..." (1-324)

"Pre and post materials including testing material." (1-400)

"Adapt film more to curriculum of Jr. High; ie., animal behavior, basic laws of physica, bacteria, plants, disease, cells, etc." (1-490)

"More lower elementary films." (1-428)

"Make new prints of the older films." (1-427)

"As an economics instructor, I would like to see more economic films with a variety of subjects rather than strictly business." (1-473)

"Indicate suggested grade levels more strongly. They're being used by too many teachers, therefore students have already seen the films." (1-483)

"More varietyand more films for elementary students." (1-431)

"I would like to see a factual film about the energy crisis in this country--definitive facts rather than rumors we constantly see in the media." (1-409)

"Include the child's point of view--have children as an integral part of the film." (1-499)

"Offer a greater variety of ecological conservation technique films." (1-455)

"Yes. In the film The Big Dig the sound, music, background was horrible. It was like running one's nails across the balckboard. It was not the quality or tone but the original soundtrack. Suggestion: Put a different soundtrack on the same movie." (1-467)

"More of them." (1-402)

"Produce more on specific areas of Michigan and its history." (1-457)

"Films were well done; but Teacher's film guides should arrive before film--rather than weeks after (as was the case with each film ordered)." (1-411)

"Keep to the very basics. I would use more films that fit into my program--not career ed type but instructional ones." (1-464)

"Don't mention themselves. Find a problem and make a film using outside people with no attachment with Consumers." (1-470)

"Provide study guides, review questions. quiz questions, etc." (1-401)

"The films were great. However, students think everything is average or just so, so." (1-484)

"I am satisfied with the films and service I have received." (1-426)

"Quality is generally excellent--some prints need better maintenance." (1-448)

"Most were in very poor condition leading to poor interest by students." (1-041)

"I felt that the film on the Winter Storm 'pushed' Consumers Power Company a bit too much." (1-036)

"More films for younger children. A lot of the concepts are quite difficult." (1-065)

"More career orientated films." (1-262)

"Send a catalog out to users each year." (1-441)

"Keep films updated, especially on the energy issues. Keep advertising out of the films." (1-015)

"Yes, sometimes the folder, poster and test about the movie get here too late, often we have showed the movie, and they are very important for the discussion before and after the movie." (1-063)

"Yes. Be more honest in their presentation of the facts especially concerning environmental facets. Maybe honesty is not the best word but present both sides of the coin and let the students choose." (1-094)

"Materials about Michigan are very limited. More films on this topic would be useful; i.e., industries using power, etc.--especially at fourth grade level." (1-160)

"Make the photography more appealing, get into the subject deeper and keep personal interviews to a minimum." (1-320)

"Send study question for more films. Blue Flame was very good. More 10-20 minutes in length." (1-374)

"Possibly by not mentioning the product 'Consumers Power' but saying utility services." (1-207)

"I would like to see more material at a level for those individuals with learning disabilities but this is for selfish reasons because of the student that I am involved with." (1-288)

"Sound on Ee Yi O was poor. Also was more for upper elementary level." (1-289)

"The films on Mich. history using slides and paintings tent to bore this age level, 9-10 yrs. 'The Great Ice Storm' was a disappointment--it was too technical not enough human interest. More on careers showing what people really do at a level for elementary children. More elementary level power films." (1-205)

"Update some; add more." (1-281)

"Films could be developed which show in greater detail how persons are trained for jobs within the industry." (1-276)

"More selections made available to upper elementary." (1-210)

"By offering more films dealing with values and effective education." (1-270)

"A. Make a film showing the stick art posters (or several). B. Identify future job needs and their specific requirements." (1-287)

"Be more objective." (1-266)

"I used to enjoy the professor type movies. They should be updated and used again." (1-251)

"More films dealing with the arts, drama, esthetics, etc. for the younger elementary age child." (1-263)

"Make them for lower grades in elementary. (Make more films available for these ages.) (1-214)

"Just keep up to date. So many companies do not do this. Students tire of the same material." (1-272)

"Update information on company's conservation efforts." (1-398)

"Yes. A brief outline at the beginning of the film showing major points to be developed by the film." (1-360)

"Just better and new ones being made." (1-340)

"Supplementary material came after I used the film. I feel it would have been more beneficial before." (1-346)

"Like to see more copies of 'Michigan Team' which is no longer available I understand." (1-391)

"Enlarge catalog." (1-333)

"None, they are of very good quality in all aspects." (1-318)

"More Voc. Ed. films." (1-336)

"Put less emphasis on what a good company Consumers Power is." (1-341)

"Show both sides of the story--some of the films are very boring." (1-323)

"1. Update them--most are in poor condition as received. 2. Send what is ordered--i.e., A Sea We Cannot Sense did not arrive another did whose title was not even on the film." (1-369)

"Sometimes the language is a bit technical." (1-354)

"Get supplementary materials to teachers a few days before film arrives." (1-317)

"Update more contemporary, less stilted." (1-375)

"More animal and plant subjects. Lower the level of vocabulary and printed materials." (1-366)

"Schools always need film on how things work, community problems; histories of technological advancement. Just keep them coming!." (1-351)

" No specific suggestions for improvement, but we could sure use more <u>good</u> films on some of the chemistry and physical science concepts--i.e., molecular movement, atomic structure, energy, characteristic properties, etc." (1-388)

"Offer more films." (1-381)

"I would like to see more where students are directly involved on the film. Then the student can really relate to it." (1-420)

"Some drag a little. Cut some interviews shorter. Unfortunately this analysis has come <u>after</u> I have seen several." (1-053)

"I would be interested in seeing some of the ecological concerns resulting from the various energy sources. Also, some good solid facts about the need for energy conservation." (1-474)

"They seem good as they are." (1-385)

"Diversify or expand topics and film department." (1-357)

"Some of the films still contain good information, but the physical condition is poor." (1-478)

"More wildlife films. More dealing with Great Lakes geology--formation." (1-480)

"More concerned with concepts rather than costs and P.R." (1-204)

"Would be nice to have more films that explain electrical principles at the theoretical level." (1-212)

APPENDIX F

Written comments received in response to the question "Have you any suggestions for ways in which CONSUMERS POWER COMPANY can improve their educational literature?"

"Literature is good--Used by several teachers." (2-483)

"Be more honest in depicting struggles over plant construction, ecology, etc." (2-072)

"No--so far, they do the job well." (2-060)

"Not really, just keep providing it." (2-436)

"Some of the films are still good information but their physical condition. Literature should have come earlier. Would have had more time to use it more efficiently." (2-114)

"Update." (2-148)

"No." 2-455), (2-099), (2-083), (2-291), (2-200), (2-242), (2-256), (2-463), (2-497), (2-399), (2-361), (2-327), (2-507), (2-169), (2-192), (2-183), (2-221), (2-121), (2-048), (2-039), (2-461), (2-462), (2-260), (2-086), (2-037), (2-049), 2-068).

"Everything was good." (2-066)

"I would like more pamphlets on different subjects for each student." (2-088)

"I've been pleased with all but 'Big Dig'." (2-034)

"Less industry bias." (2-017)

"Not for the majority of pupils; for Sp. Ed. Classes more visual aids, tapes for loaning for one week and brightly colored small take home sheets could be excellent." (2-033)

"Done with films." (2-045)

"Seemed very appropriate." (2-001)

"Update films if needed." (2-073)

"Make it available sooner. Not such a long waiting period." (2-165)

"Worksheets and tests on ditto." (2-202)

"Extended activities." (2-266)

"More varied for business classes." (2-211)

"Develop more 'fundamental' materials; i.e., nonabstract for secondary slow learner. Get modern talking pictures to better prepare films for reuse. One film came to us backwards and upside down thereby rendering it useless." (2-207)

"Have a special unit like 'gas conservation and carry it through the grades. Examples: K-1--Film on gas conservation; 2-3--short read along book and posters; 4-5--film geared for the older with a poster contest on conservation, etc." (2-299)

"The material was very interesting and informative--perhaps continued research would add pertinent and current new information to be used for instruction." (2-295)

"More for younger children." (2-398)

"It would be nice to have more materials geared toward early elem. students." (2-325)

"For elementary students, the 'safety' aspect was excellent." (2-381)

"Have more literature available for early elementary grades." (2-370)

"Sending of Resource and Equipment to classroom." (2-504)

"Yes. Make their questionnaires all multiple choice and not require so much writing." (2-466)

"Better geared for more different grade levels." (2-471)

"This questionnaire should come with/or near the time when taught." (2-055)

"I would like more materials for lower elementary grades." (2-084)

"More for lower grade level." (2-074)

"Keep literature informative and entertaining." (2-026)

"Details on entry level skills and requirements (welding pipeline)." (2-028)

"It's very good!" (2-091)

"More film supplements; be able to keep a film for 2-3 days at a time; to have quizzes, puzzles, word searches." (2-019)

"Distribute their own--not thru modern." (2-089)

"More materials are needed for grades K-3. More films for grades K-3." (2-102)

"Color film." (2-347)

"Provide more material for early elementary. Explain in detail some of theconcepts presented, but do some in a manner children could understand." (2-339)

"No, I think it is great I use it everyyear with my first graders as an ecology unit and safety unit." (2-377)

"Be careful of imbalance in presentation of industries side." (2-488)

"The pupil's text is poorly done--I could write a better one." (2-448)

"Be careful on the vocabulary level--explain technical words." (2-506)

"Just produce more material of the same quality." (2-447)

"Somehow improve the arrival time of films." (2-437)

"Periodical updating of certain materials." (2-441)

"After a teacher has ordered one pamphlet to read and use, maybe being able to order for the class." (2-429)

"Continue to update." (2-262)

"I did not realize the films Mich-i-gan-a was so advanced for 2nd grade." (2-258)

"Don't ever lose "A is for Atom." (2-234)

"More for primary grades." (2-247)

"Electrocute conservation Eddie! He is an insult to any grade level and the company he represents." (2-286)

"At first grade level it is fine." (2-288)

"Have more material geared to lower elementary and provide classroom quantities of your better booklets." (2-233)

"More for early elementary students--especially on energy conservation." (2-216)

"Comic book motif works well for all levels of ability." (2-283)

"A. Identify specific occupational needs of your organization.
B. Identify the leading educational strengths for the jobs." (2-276)

"I would like to see material designed to a higher level in areas of chemistry, physics and math." (2-079)

"More repetition of vocabulary and facts for lower elementary." (2-400)

"I would like to see them put these films in our own media center so we could get them more easily when we need them." (2-485)

"Constant update on energy issues." (2-411)

"Some lower level materials." (2-425)

"Emphasize more conservation." (2-492)

"More material for children by grade level." (2-460)

"I would like to see Consumers provide either a pamphlet or a teachers guide with each film." (2-310)

"Full-size posters." (2-308)

"Refrain from biased opinions about which energy resources will be used in the future." (2-378)

"New Michigan history films in color." (2-314)

"I found it quite adequate--however follow-up or alternate literature could become available." (2-329)

"More for the primary child." (2-380)

"Keep doing what you are doing now. It's great." (2-328)

"For the lower grades, put more simply material seems to be a lot off grade level." (2-369)

"Films could be more readily available." (2-316)

"More illustrations, color, an occasional cartoon to illustrate attitudes." (2-375)

"Lower reading level." (2-391)

"Show follow up activities--and projects." (2-373)

"These were excellent--as they were presented." (2-319)

"For this age level (8th) less documentary speakers on films." (2-244)

"The material I used was very useful." (2-248)

"Keep material up to date--provide more information relative to careers in your and other big business fields." (2-388)

"More of same--your material is excellent in most instances." (2-151)

"So far so good!" (2-346)

"Very satisfied now. Materials are rated by levels they seem very accurate." (2-334)

"Not really!" (2-052)

"I would like to see an ecology movie on an early elementary level." (2-478)

"Coloring books." (2-450)

"Color publications are well received. Cartoon characters telling stories are read more often--good way to get message across." (2-389)

"More follow-up material for pupils independent work. There isn't much offered for the lower grades." (2-311)

"My materials needed no improvement." (2-284)

"No. I felt the information was very effective & educational." (2-273)

"No really--make it more easily available." (2-265)

"Provide more activity oriented learning situations." (2-238)

"In the Electric Safety Kit K-3 I would like the worksheets to contain more materials for grades 2 & 3." (2-160)

"Keep much varied material available in which to choose from." (2-178)

"More materials from K-3rd grade." (2-140)

"The materials I received were complete and used terms which were readily understood by my students." (2-104)

"No...just don't run out of all the fine items you've been offering." (2-132)

"Concentrate more on conservation and alternatives to energy use." (2-267)

"Can't think of any." (2-204)

"No--maybe prove to us that they are concerned about the economy." (2-495)

"Possibly print a dot to dot and fun book for children that would teach a lesson." (2-489)

"For my level it was excellent." (2-042)

"Would like to have more of the safety posters (even classroom sets if possible) such as the Stay Away-Stay Alive type dealing with all kinds of safety measures." (2-359)

"The dittos that accompany the kit are too difficult for students in special ed. More high interest-low vocabulary dittos would be helpful." (2-185)

"Many students need repetition of facts for permanent learning to take place. I'd like to see each topic presented in a variety of ways." (2-227)

"Keep it coming." (2-337)

"Broaden their safety posters to more than just electrical safety." (2-153)

"Seems fine. More primary visual aids would be nice." (2-112)

"We used the speaker also this year and his program was excellent. Something on this order should be available for the lower grades (K-3)." (2--78)

"Provide energy games for entire class." (2-015)

"Coordinate colors of animated main characters between film, filmstrips, and comic books." (2-154)

"They have done a good job." (2-004)

"Some good background music. More dramatic presentation characters they can emotionally become involved with." (2-486)

APPENDIX G

Written comments received in response to the question "Have you any suggestions for ways in which CONSUMERS POWER COMPANY can improve their educational media kits/filmstrips?"

"No." (3-097), (3-093), (274), (3-198), (3-019), (3-419), (3-115), (3-098), (3-062), (3-016), (3-371), (3-185), (3-117), (3-107), (3-172), (3-151), (3-012), (3-444), (3-362), (3-318), (3-404), (3-245), (3-291), (3-109), (3-285)

"Make them easier to obtain." (3-227)

"Films were often in poor repair." (3-251)

"It would help in Career Educ to inform students of preparation (high school), etc., for a particular position." (3-248)

"They're super for our purposes." (3-212)

"I can just suggest that they cover current social needs, use the 'jargon' of today's student, and keep all material brief and to the point. Today's student does not have the patience to handle lengthier material." (3-258)

"Pace tapes and filmstrips slower and lower level of vocabulary." (3-486)

"We have received four kits in the last 5 years and are amazed at the quality materials that are being put out." (3-421)

"Not at this time." (3-413)

"Have the guide have text of filmstrip in it with the pictures--ease in developing teacher made tests and follow-up papers. Also provide the written music for the song." (3-272)

"Include: 1. more specific information; 2. possibly visual aide to help in presentation of kit (posters and charts and graphs) for classroom display." (3-289)

"Generally done very well--need to cut out references to Consumers in materials (films). (3-342)

"Make more of them." (3-323)

"More 4-6 grade kits." (3-384)

"Have more copies available so teachers can specify exact dates." (3-368)

"Exercises to reinforce concepts presented in the media (A-V)." (3-313)

"I felt they were good--up to date, etc." (3-314)

"More selection." (3-392)

"1. Make material as personal as possible. 2. Stay away from evolutionary views of our environment." (3-316)

"No, I think they do a good job presenting the material." (3-329)

"Most of the materials are geared for my better students--I would like to see more material for the 'average' student." (3-348)

"Try not to be so biased toward fossil fuels and nuclear power. Also showing factories amidst green fields and trees is deceptive." (3-407)

"Have more available on topics that are current." (3-481)

"Fine the way it is!" (3-466)

"Your energy kit is quite extensive (and I imagine quite expensive). High school courses these days tend to be quite specific and usually last a quarter or a semester. It would not be possible for a science teacher to spend the time necessary to cover the material in the entire kit. I prefer something brief, something which keeps up student interest, and yet is informative." (3-493)

"In the case of 'Winter Ice Store' the noise level of the machines and tools during clean-up distracted rather than added to the voice of the speaker. It was hard to concentrate on what the speaker was saying." (3-476)

"Change film on Rock band--'Fences & Gates'--out of date." (3-405)

"I do have the Energy Conservation game (some too advanced for my present L. C. students)." (3-439)

"For your 'Electricity & Me' kit--It would be very beneficial to have a simple activity lab (wires, bulbs, etc...) to supplement the unit. This could be made available on a loan basis." (3-432)

"Sound filmstrips always go over better than those with words printed on the frames." (3-479)

"Provide us lower grades with more." (3-001)

"Provide 'live' speakers on current topics." (3-087)

"There doesn't seem to be much available for third grade. The booklets we received were very helpful. Yes more materials for lower grades." (3-076)

"Keep them current." (3-078)

"Better scheduling--many films arrived late." (3-188)

"Include discussion and testing materials (at least a sample) with each kit/filmstrip." (3-141)

"Provide more follow-up materials. Some films also warrant some pre-requisite understandings." (3-147)

"Clearly state that any opinions are grounded in the industry viewpoint. Quote sources for data-related material." (3-143)

"More explicit worksheets." (3-111)

"Just expand the collection--we are always looking for current info on nuclear power, nuclear waste, etc." (3-163)

"Keep films up to date." (3-166)

"Choose some subject areas (ex.-Rocks & Minerals of Mich) that actually teach a part of the country or state in which they live." (3-148)

"Continue order forms sent to school." (3-131)

"Design more materials for grades K-3." (3-190)

"Yes--ask teachers the kinds of films that would be helpful for their classes. I would like to see one that shows operating principles for hydroelectric dam. Also films which highlight particular careers and how the scientist works daily." (3-379)

"Give more than one day to show and return." (3-412)

"You cannot effectively teach bias to students--less bias material." (3-472)

"Check out when returned for breaks, faulty patching, end taped down, etc. (Ours arrived with the end loose and folded under the reel.) (3-502)

"It would be very helpful to our hearing impaired kids to caption the films and filmstrips." (3-031)

"1. Send test questions with the kit. 2. Gear activity sheet to different levels of reading and comprehension." (3-018)

"More student oriented. (geared to their needs in the community) They seem geared toward industry oftentimes." (3-086)

"Make more for lower ed." (3-056)

"Stay with films." (3-096)

"Develop an animated series for younger children." (3-047)

"Service was extremely prompt!" (3-169)

"More current material." (3-344)

"No, you're doing a nice job." (3-373)

"Less repetition at the beginning of later filmstrips. More use of 'Eddie Energy'." (3-469)

"Perhaps a pre-test/post-test concept could be added to the film kits." (3-480)

"Improve the quality. The people reading the script could hardly pronounce the the words!" (3-496)

"Use different narrators for each filmstrip in the kits. Make the duplicating sheets a little more difficult." (3-054)

"More of them." (3-010)

"Same content but lower reading level on answer sheets, etc." (3-025)

"The final filmstrip on conservation might be improved by conveying to students the importance of conserving 'natural resources rather than the end product." (3-137)

"Continue to emphasize Michigan area in portraying historical events or concepts." (3-214)

"No. How about speakers?" (3-261)

"Keep them updated." (3-082)

"These two were satisfactory--have not seen others." (3-050)

"Not really." (3-415)

"The worksheets were almost too easy for second grade." (3-309)

"Please make an 'A to Zap' kit for children from 3rd grade to 6th." (3-334)

"Early mailing of materials available--i.e., spring for next school year." (3-304)

"Advertise a little more because it is something great to share with the Education department." (3-077)

"I think they are fine." (3-230)

"The 1st film on Michigan was too old--the background music was terrible, The Farm Ecology film was excellent." (3-108)

"I felt that they were well put together and served the purpose." (3-006)

"It should be advertised more." (3-022)

"State the grade levels for use of the media kit." (3-325)

"No--great as is--love speedy response to ordering!" (3-084)

APPENDIX H

Written comments received in response to the question "Are there other types of educational materials you would like to see CONSUMERS POWER COMPANY provide teachers?"

"New films." (1-338)

"I like the materials on Michigan, Rise-Fall Great Lakes; When Mich. Was Young; Mich-i-Gen-ia; Michigan in Motion." (1-303)

"More pamphlets--more films." (1-443)

"Speakers." (1-432)

"No." (1-079), (1-265), (1-484), (1-482), (1-112), (1-170), (1-132), (1-282)

"As other subject areas become available. I will review them and use them wherever they fit into the curriculum." (1-449)

"More master sheets for reproduction of materials." (1-183)

"More environmental films and at the end make specific suggestions as to what the teacher and the pupils can do. Suggest some simple experiments the class could do." (1-108)

"Not aware of any." (1-087)

"Not sure." (1-009), (1-001)

"The posters and booklets provided are very good." (1-023)

"More on energy savings." (1-080)

"We need materials on solar energy, conservation of energy, pollution." (1-351)

"Games--role playing, films, speakers." (1-375)

"Update films." (1-317)

"Keep providing guides--are of great help!" (1-354)

"Increase the number of available copies of films used most often." (1-369)

"Interesting, easy to play games for up to 30 students and local material." (1-323)

"I appreciate the films...student study sheets or 'comic' books to accompany them would be nice." (1-341)

"Voc. Ed." (1-336)

"How about a history of Detroit? Also, a history of the Great Lakes would be useful!" (1-330)

"Pamphlets--for Michigan History study sheets, etc." (1-391)

"More information on energy alternatives." (1-340)

"Records in story form presenting topics already in films but for younger children." (1-214)

"Small engines--outdoor educ.--wildlife--beekeeping--orienteering--map skills--camp (School)." (1-251)

"I could name hundreds but being realistic: 1. Video tapes--A. Ecology; B. Geography; C. Great Lakes (any info. would be good)." (1-420)

"A. History of energy in the U.S.--1. Union Pacific R.R., 2. Summaries of yearly World's Fair Ed science. B. Impetus of the Alaskan area in the energy scene." (1-287)

"Public speakers." (1-270)

"I feel that Consumers Power Co. is providing the correct selection ofmaterial. I expect them to support their industry and to explain the problems they face." (1-281)

"The comic books were excellent; I have used them for years,--Battle for Survival, A to Zap, Natural Gas, The River That Came Back. How about a comic book format about electricity for elementary levels, perhaps a series--about how made, how sent to homes, etc." (1-205)

"I would like to see poster type material such as Michigan Bell puts out referring to their services, what to do in emergencies, etc." (1-288)

"New materials on current 1979 energy problems. More single area films like Blue Flame." (1-374)

"Produce films with more educational value. Specific subjects and unusual events. 'Big Dig' is OK but should be longer with introduction and narration." (1-320)

"Filmstrips explaining basics of electricity, energy and power geared to elementary." (1-160)

"It is questionable whether they would provide films that would negatively reflect the company." (1-094)

"Topics on Conservation--energy, water quality, urban sprawl, air pollution, soil conservation." (1-063)

"Films with a pre-test and post-test." (1-262)

"Worksheets that go along with the films would be helpful. These could be duplicated by the schools." (1-015)

"Speakers--or lists and addresses of people who would come to the classroom." (1-065)

"Yes, something in the way of training material for vocational classes Vo. tech.)." (1-041)

"If there were a larger list of films, I could and would use them." (1-426)

"Vo-Ag teachers would welcome anything. Overheads, ditto masters, anything educational in the area of agriculture, agribusiness or renewable natural resources." (1-401)

"Film on steam turbine-generator operation." (1-464)

"Students tests and research materials on films." (1-457)

"I feel your material is quite varied and of top notch quality." (1-402)

"Statistics and data concerning pollution/ecological related problems." (1-455)

"A travelling science show--(Mich Consolidated did it years ago). Test kits for detecting various kinds of pollution." (1-499)

"I would like more health and safety films for the school." (1-431)

"Filmstrips--free loan or free copies; comicbook type materials (more topics)." (1-483)

"Films most valuable; simulations and games are often valuable also." (1-473)

"More on Life Science rather than gas, coal and other natural resources of energy." (1-490)

"Units for teachers to cover concerning careers." (1-305)

"Ecology films." (1-213)

"Video cassettes instead of films or along with films." (1-229)

"Industrial." (1-218)

"A job." (1-115)

"It would benefit if kits were more readily available." (1-109)

"60 minutes adaptation to problems facing young adults vs. the growing ripoff to consumer." (1-134)

"Science related films if possible." (1-146)

"No--it seems that they do more than most companies." (1-024)

"1. Working models of power plants (to be passed around): A. Hydro-electric; B. Fossil; C. Solar; D. No nuclear (please)." (1-042)

"Maybe more educational movies." (1-091)

"Films are fine." (1-025)

"Filmstrips--cassettes on solar and nuclear power, inventions, etc." (1-002)

"Solar energy possibilities." (1-027)

"Comic books; game about pollution, energy conservation, and Michigan; posters; books--high interest-low reading level; more films about Michigan for grades 2-5." (1-051)

"Environmental educational packets." (1-058)

"Topics concerning the public as relates to Consumers Power Co." (1-461)

"Education games; enrichment activities; field trips to areas so students can relate to exactly what Consumers is all about." (1-379)

"Fossils of Michigan; glacerial effects on Great Lakes region; freshwater ecology." (1-300)

"Films should be made available in videotape." (1-261)

"The comic books are great--maybe some more cartoon posters (like the Electric Safety set). (1-149)

"Energy films." (1-104)

"Guest speakers." (1-302)

"How about a good film on Michigan's Edison?" (1-377)

"More historical films--esp. The Amer. Revolution." (1-252)

"Badges, posters." (1-286)

"Key still pictures of the films that could be used in displays or bulletin boards." (1-434b)

"Areas of energy in the home." (1-434a)

"Your film on land speed racing was a little out-dated. Maybe you should try for a more updated version." (1-408)

"Tapes." (1-404)

"More in the area of Language Arts." (1-376)

"More of the same but at a lower level. More things for elementary." (1-131)

"A film on math related jobs." (1-078)

"Update the films on Michigan History." (1-098)

"A speaker might be beneficial in a given locality." (1-057)

"I use the 'Electricity and Me' kit and find parts of it very beneficial." (1-088)

"More movies suited for lower grade levels. (Grades 3-4)." (1-502)

"I would like to see a series of detailed films on the various job opp. offered within Consumer Power. These films should not only contain the various working conditions but detail fringe and wage benefits." (1-461)

"Study prints, posters." (1-343)

"Electrical power generation films." (1-329)

"More films in the social studies area." (1-434d)

"No—unless you have filmstrips with cassettes I don't know about." (1-053)

"Solar energy programs, laser programs, hydrogen fuel programs." (1-253)

"Media materials on Michigan Government, especially structure, organization and services and simple explanation of the democratic federal system of government." (1-311)

"I would like more material on Michigan history." (1-143)

"Yes, Consumers should provide more materials on the environment effects (ecology). Perhaps films would have an impact." (1-357)

"They provide a good variety of materials already." (1-385)

"I really don't know." (1-474)

"Power lines and its effect on wildlife!" (2-066)

"Tapes and records as well as filmstrips for loaning through libraries with limited time for each teacher's use." (2-033)

"Possibly how electricity is made (generated) at first grade or early el. level." (2-001)

"More literature at children's level on energy, electricity." (2-122)

"Kits on electricity--how it works, etc." (2-202)

"More follow up materials--stickers, crosswords, comics, coloring books." (2-266)

"Clerical--machine use; secretarial--procedures, records management." (2-211)

"Games played by small groups to teach them about utilities, conservation, etc." (2-299)

"I cannot forsee any now. I did not even order all that was available--therefore, material was abundant for time I could find to use it." (2-295)

"Yes." (2-055)

"Birds, flowers and animals of Michigan." (2-084)

"Yes--endangered animals." (2-074)

"Booklets like the Blue Flame (Break the Record) or similar." (2-026)

"I'd like to see them provide in the school shows or demonstrations on energy, pollution, conservation, etc. More materials usable or practical to everyday life." (2-091)

"Information on the proposed oil drilling sites at Piycon Lake and any State Forests." (2-019)

"Tour and scholarship competition." (2-089)

"Keep up the good work." (2-151)

"Simple experiments and directions." (2-334)

"Easy reading books in story form on energy conservation." (2-052)

"Games." (2-450)

"Filmstrips." (2-389)

"A simple study (suitable for lower elementary grades) of other energy sources." (2-311)

"Teachers can use materials covering almost any area." (2-284)

"1. Up date on the use of solar power. 2. Suggested plans--student directions for constructing some models of the various energy sources discussed." (2-238)

"Yes--see the McDonalds (restaurant) masters booklets on Nutrition, energy, etc." (2-178)

"I would like more kits for the lower grades in the areas of ecology and natural gas formation and distribution (like 'A Powerful Friend')." (2-104)

"Speakers on relevant subjects. Geared to kids." (2-204)

"More individual study books or tapes and lower elementary readers that children could work in and use independently." (2-489)

"More information on the sources of power." (2-400)

"Perhaps conservation material that could be used for adult P.T.O. meetings would be educational." (2-485)

"Comic format literature discussing the effects of industry on nature." (2-411)

"Materials which can be loaned out to teachers, like dynamo generator, signal generator, fuses which can be used to demonstrate their purpose." (2-460)

"I would like to see Consumers provide more general information films on the State of Michigan." (2-310)

"I would like to see some literature written at an easier level on pollution/environmental energy problems. Also some literature on the production of electricity through various energy sources written at an easy (3rd-4th) level would be helpful." (2-378)

"Graphically portrayed information on alternative energy sources including fusion as well as fission-type nuclear power; sun, wind, geo-thermal, and varieties of fossil fuels." (2-314)

"Perhaps presentations to the schools." (2329)

"Filmstrips for early elementary children." (2-328)

"1. Videotapes of facilities; 2. Greater display of research being done by power companies into alternate sources of energy." (2-375)

"More dittos and possibly transparencies." (2-391)

"How about some experimental write-ups and kits." (2-244)

"Possibly relate to foreign countries." (2-248)

"Use of math in today's work forces." (2-347)

"Simple worksheets or very easy reading pamphlets." (2- 339)

"Can't think of any--maybe a comic book for Kindergarten, 1st, 2nd, 3rd grades." (2-377)

"The future role of electricity in an energy poor world." (2-488)

"More environment energy conservation." (2-447)

"More on sports (instructional) and physical education." (2-437)

"Can't think of any off hand--I certainly appreciate what they do have!" (2-441)

"Free filmstrips on the economy, very similar to Anaconda Wire and Cable and credit union industry." (2-262)

"Stick with the sciences, preferably the physical sciences." (2-234)

"I would like to see a student handout keyed to the 'electricity and me' filmstrip series geared toward 9-12 level. It would show all the methods used to produce power, and distribution systems, to home hook-up." (2-286)

"Conservation of energy." (2-233)

"A. Gen. importance of energy use and conservation. B. Specific areas where endeavor still is needed to develop ideas, uses, ways, and concepts. C. Showing future needs, expected needs, or the facility of use of such needs." (2-276)

"I found some booklets in Ohio Power Co. called a scriptographic booklet by Channing L. Bete Co.--they are simpler comics and more word content." (2-079)

"Expand to other areas with the same format. Movie and corresponding color book." (2-042)

"At the present time the selection is adequate for my classroom needs." (2-227)

"More films." (2-337)

"Yes cassettes and filmstrips on Health & Safety in general." (2-153)

"Science experiments for first and second graders." (2-112)

"Add more things for younger children about conservation of energy and ecology." (2-025)

"More on present problems in Health Ed., Drugs, Abuses, Nutrition, Diseases." (2-147)

"Energy efficiency." (2-269)

"More science units at third grade level." (2-287)

"Would like to see energy word searches, crosswords, coloring materials, dots to dots--kids enjoy a puzzle like approach in supplemental materials." (2-306)

"Since career education is being mandated by the state, I would like to see materials available for an awareness unit." (2-407)

"Posters/visual aids--so much more effective than teacher-made." (419)

"Provide more materials for advance classes in chemistry and physics." (2-259)

"Dittoes on some of the booklets and more booklets to color for the little children. They enjoy 'Zap' example." (2-125)

"Pre-employment Skills material; i.e., application, resumes, interviews." (2-156)

"More safety films." (2-146)

"More early elementary material." (2-331)

"Not that I can think of." (2-392)

"Yes--How to handle garbage, rubbish and other wasts for a better environment." (2-192)

"Speakers." (2-497)

"More on solar or nuclear energy at a younger level for a basic introduction." (2-023)

"Filmstrips." (2-082)

"Possibly more science materials about how or what Consumers is doing about (pollution) ecology and the energy crisis." (2-029)

"More films--new & update." (2-115)

"More material on early elementary level." (2-368)

"Just jobs." (2-093)

"Increase materials that are at a lower level of reading ability for young kids to read." (2-077)

"I would like more on ecology in booklet form to use with 3-4th grade level. I once had a program with student booklets at 6th grade level and it was great!" (2-071)

"Filmstrips--tapes and records." (2-403)

"Materials on Grade 1 level about solar and wind energy, generators and batteries." (2-164)

"Conservation of wildlife; energy savers on a 3rd grade level; things they can do to save energy on posters (colorful)." (2-145)

"More Career information without a lot of education." (2-121)

"Test materials." (2-461)

"Do not know of any." (2-260)

"Basic concepts of electricity." (2-037)

"1. Police workers; 2. Forestry; 3. Inventors and famous people." (2-049)

"Seems to be a fine selection." (2-068)

"More of the same with a new face." (2-015)

"Filmstrip cassettes; movies on lower elem level for the history of gas and purposes to be mailed and to be borrowed." (2-436)

"Loved the films." (2-117)

"A speakers list. If someone comes into your class with expert knowledge--it has a more lasting effect." (2-098)

"More Michigan History materials." (2-126)

"Possibly math." (2-432)

"Would like to see different kinds of comic books on Electric power or atomic energy. I think the Harrisburg Incident has been blown out of proportion. Environment Protection are at it again which will be greater cost to consumer." (2-004)

"Tapes with filmstrips." (2-020)

"Anything to improve my science program." (3-487)

"Possibly overhead transparencies of certain topics, such as energy, fuels, etc." (3-464)

"More on alternative types of energy. Presented for lower level students if possible." (3-106)

"Would like to see them do something on careers." (3-123)

"More details of a coal fired plant and its pollution controls." (3-110)

"Kids love posters, audio-visual material with dittoes to go along with them." (3-121)

"Rates and billings. How units on meters are turned into cost or amounts for customers." (3-164)

"Material providing a more realistic view of nuclear energy." (3-440)

"More material for 'Hands on' activities." (3-443)

"The same format with emphasis on nuclear and solar energy." (3-004)

"Publish more materials on ecology, camping or outdoors in general." (3-079)

"More <u>early elementary</u> materials--1st & 2nd grades." (3-308)

"More current information for energy conservation ideas for use by individual students." (3-431)

"Occupations involved in Consumers Power." (3-093)

"Career info." (3-082)

"Yes--Please reinstate the four films in a series that included <u>The Thin Blue Line</u>, <u>The Revolving Door</u>, <u>The Price of a Life</u>. These were used extensively in our school by Mr. _____ in teaching sociology. He felt they were <u>extremely</u> helpful--<u>VERY</u> stimulating--and he was not easy to get along with when they were discontinued. We tried to get video copies--but nobody could even locate the films." (3-163)

"Ecology films, energy saving devices, new sources of energy." (3-166)

"Hands-on experiment type easy to do." (3-131)

"Yes, working models and kits student could build in mini sessions." (3-472)

"Teaching posters." (3-031)

"1. More science--mammals, amphibians, reptiles, etc. Insects. The human body. And more for lower grades. 2. More color movies, etc." (3-502)

"Samples of energy fuels such as coal, oil, nat gas, etc., in clear container." (3-018)

"Health (films & kits); PE and Recreation (films & kits)." (3-080)

"1) Film on basic electricity; 2) Film on common problems in home wiring; 3) Film on how to calculate energy costs based on wattage." (3-096)

"More films in order to prevent the waiting lists." (3-047)

"More secondary material for high school juniors and seniors." (3-344)

"The Cross white incident was informative to us all and I was surprised to find a non promotional item among the materials I ordered. I assumed everything would be utility orientated." (3-373)

"Programmed learning mini-lessons." (3-480)

"Easily constructed models of ideas presented in the media kits." (3-054)

"More materials on how nuclear power is used to produce electricity and the pros and cons of such usage." (3-137)

"Group type simulations of incidents portrayed on filmstrips." (3-214)

"Some hands-on types of materials." (3-261)

"Not off hand." (3-107)

"Solar energy." (3-172)

"Additional energy related films and slide presentations." (3-151)

"Similar programs on gas & oil industry. Exploration, drilling, refining, utilization." (3-291)

"Workshops for teachers using materials--class trips for students." (3-245)

"As any become available, I will review them and use whatever is useable in any subject area they apply." (3-404)

"Right now, I can't think of any." (3-318)

"Video tapes." (3-251)

"Would have to give it some thought. If I come up w/anything, I'll let you know." (3-212)

"None I can think of at this time." (3-258)

"Yes, maybe a few more kits for a 5th grade level. Also, maybe some educational games." (3-374)

"Possibly substance abuse." (3-289)

"More at the K-1 level." (3-272)

"Guest speakers?" (3-413)

"Any science or social studies materials are good as long as they are current." (3-421)

"Conservation and ecology." (3-323)

"Pamphlets and transparencies presenting and clarifying concepts." (3-313)

"Study prints--the children enjoyed the comic books." (3-476)

"Local material, more in the line of games which are not complex and easy to play with a classroom of 30." (3-493)

"More on nuclear energy." (3-466)

"More on industry-business, and how they are of benefit to us--schools--life." (3-481)

"I think you're doing quite well." (3-407)

"Materials with some type of information for upper el - using 'simpler' words--more basic directions--some material too technical for grade 6." (3-348)

"Yes, some more information on solar heating and photo-cells." (3-329)

"Yes--A. Sound energy; B. Scientific material supporting the Evolutionary and Creation viewpoints." (3-316)

"Maybe a game, cards or a board (simple) that stresses the relationship of persons to the business and industry (of energy)." (3-439)

"Posters pertaining to a variety of subject material covered in the films/kits." (3-147)

"4 to 18 issues per school year of Consumers Power news attractively done--about energy, pollution, conservation." (3-141)

"Teacher resource kits and student working kits, or reference materials." (3-188)

"More posters - more films." (3-076)

"3-D materials for display on tables, bulletin bds., etc. Something on occupations in the power industry." (3-078)

"Booklet on science project ideas or speakers with demonstrations." (3-087)

"Conservation, ecology-pollution, recycling." (3-001)

"We could do much with some good experiments using batteries and bulbs or magnets." (3-479)

"More information relating to energy conservation." (3-285)

"Yes! Almost anything." (3-309)

"More hands-on activities." (3-200)

"I think you've done a fantastic job. The only other thing I could think of would be an illustrated storybook to read to the class." (3-415)

"Fill-out sheets--surveys--units with material that the whole class can use such as paper pass outs. Something that they can keep." (3-334)

"Experiments with electricity for upper elementary." (3-494)

"Maps, local field trip possibilities." (3-304)

"More on economics of fuels, power, etc. More needed on conservation of power energy--what can children do?" (3-211)

"You provide plenty now." (3-220)

"Speakers on energy conservation." (3-467)

"Grateful for these." (3-317)

"Perhaps a follow-up for lower grades in form of a coloring book." (3-113)

"Elementary level ecology materials." (3-203)

"Everything is well covered right now." (3-077)

"More on third grade level." (3-378)

"The class is concerned about energy supplies as they grow up." (3-040)

"Overhead transparencies." (3-144)

"You could possibly provide educational games to get the student into direct involvement of some of the energy problems and costs. More quiz materials covering your topics." (3-274)

"Haven't seen enough to give additional information." (3-198)

"Reading at a readability level!" (3-115

"No." (3-098), 3-044), (3-124), (3-143), (3-368), (3-444), (3-109), (2-478), (2-265), (2-267), (2-448), (2-221), (2-183), (2-169), (2-327), (2-399), (2-463), (2-256), (2-242), (2-455), (2-099), (2-083), (2-291), (2-200), (2-264), (2-048), (2-039), (2-086),

"Basic concepts of electricity." (3-016)

"A kit on food groups." (3-371)

"There is very little that Cons. Pow offers in my relatef field, Home Ec. (3-185)

"None." (3-147)

"Solar energy is a big rage in our science education." (3-239)

"Clear-simple materials for lower grade levels--easy-to-read on your own materials." (3-253)

"More detail in terms of Michigan/Community History." (3-201)

"Dangers of nuclear power." (3-269)

"More material aimed at middle school level." (3-500)

"More on energy conservation." (3-473)

"Possibly more material dealing with the energy crisis and those exoctic and non exoctic ways of producing energy." (3-423)

"A good short film on putting a nuclear plant up--what it takes to make one work!" (3-351)

"More media kits and information on the weather, if possible." (3-357)

"Something on nuclear fuels." (3-360)

"More environmental education oriented information." (3-345)

"Exploration of space(?)." (3-363)

"A general study of nuclear power stressing how and why but also that it is a relatively safe E° source." (3-352)

"A good idea for first graders would be a puppet of the cat on a ditto master, that the children could put together." (2-446)

"No, your doing a very good job already." (2-173)

"Resource person to come to schools for assemblies. Stress safe use of electricity." (2-181)

"Bike safety." (1-152)

"More role play situations--trade-off examples. Career Ed. Info." (1-480)

"Offers to present programs at the schools--nuclear power, electrical power, etc." (1-212)

"Filmed diagrams of how electricity is produced and the operation of household appliances." (1-180)

"We really need more art films." (1-142)

"Reactor models." (1-204)

"More information about energy as it relates to our total life style and affects on environment." (3-282)

"Reading electric meter. Making minor electrical repairs." (3-325)

"I know CP offers some movies and would just suggest an increase in films available. Movies have always been the best way to hold the attention of the students, especially if cartoon characters are interspersed throughout the film." (3-024)

"At this time I can't think of any other types of materials." (3-006)

"Satisfied with what you have now." (3-230)

"The impact of technology on the environment." (3-424)

"Not sure." (3-062)

"At this time I can't think of any other types of materials." (3-006)

"More information about energy as it relates to our total life style and affects on environment." (3-282)

APPENDIX I

Written comments received in response to the statement "Use this space for any general comments you may have about industry sponsored materials."

"Generally a very good program." (1-338)

"Excellent." (1-443)

"They are helpful and students (and myself) enjoy viewing them." (1-432)

"So far, no complaints. Some initial reaction to 'sponsored' films but generally has no impact on students, they couldn't care less who sponsors the film, so long as it is good." (1-079)

"The less capable students in the business classes did learn from these films, and they appreciated them. However, they tell their friends and me that the films were just average." (1-484)

"Consumers Power does an outstanding job. Keep up the excellent work." (1-449)

"Keep up the good work." (1-183)

"I think most of them are great. I believe the films would be better used if the school district could have copies stored in its central media centers." (1-108)

"In general they are slightly biased, however, Consumer Power films do not seem to be biased." (1-001)

"There is usually a subtle selling of the Industry's product, which students may not be mature enough to be aware of." (1-023)

"Often they are biased in their own direction." (1-080)

"Often industry sponsored films are better than regular educational films. We think it is an excellent way to get consumer information to the public." (1-351)

"They are fine unless the industrial sponsorship becomes too high handed and didactic." (1-375)

"They are valuable when they are objective." (1-317)

"We really like the cartoon books of the movies. Poster offers are great!" (1-354)

"I thank Consumer's Power for making these films available to us. They are current and interesting and a great addition to the classroom." (1-340)

"Generally biased to some extent. Always contain 'plugs' for Industry (OK). Occasionally inaccurate because of an unbalanced view of Industry's Role." (1-369)

"Generally the movies have some sort of plug that tries to get students to think that electricity is the answer. I cut down my use of Consumer's Power films because I don't want my students to be mislead." (1-323)

"I think industry could make films and materials more realistic if it presented both sides to every issue. Too often the information is pro-industry." (1-341)

"I was reluctant to use industry sponsored materials because I felt that they would be bias and/or contain a lot of history of the company sponsoring the film. Usually this is true--in the case of the Michigan History series, this simply is not so." (1-330)

"I had some problem getting just films for my age group. However, the more advanced films that arrived did not go unused. My husband also teaches junior high and high school science. He used some of the films also--his purposes are stated in number form as well as mine. (Similar responses in both cases.) We both hold M.A. degrees and have taught for 7 yrs. in the school system. Responses would be identical for your purposes." (1-214)

"If it weren't for the industry sponsored materials, I'm afraid there wouldn't be much of a selection of enrichment movies for the small communities such as the one I live in." (1-251)

"I appreciate industry supplying education with added information. I feel it must be a commitment on part of industry for education sake not to subtlely sell their product or service." (1-420)

"The children really enjoyed seeing and hearing the films." (1-287)

"These are theonly films that you can count on receiving. Thank you." (1-270)

"There is a lot of good P.R. as a result of C.P.C. films. They should make sure that they present the facts in a fair manor. Also they need to be careful about how strongly they present the company's view. It can turn students off!" (1-281)

"I have used consumer's films, filmstrips, comics, etc., for 9 years and have found many excellent things. I have not found anything objectionable about industry sponsored materials. I have also used Shell Oil and G. M. materials that have been excellent also. Only sorry not more at the elementary level." (1-205)

"Basically these films are well made and present the message very well. It is up to date and has concerns of the present." (1-288)

"Student in lower grades don't think about controversy behind industry sponsored materials." (1-374)

"Some is very good. Shell Oil has excellent films."

"I ordered your Consumers films through their distributor. 2 came late, one they sent twice and one never came. I'll never order another." (1-129)

"A film on the careers in the company especially with emphasis on environmental related jobs, previous experience needed, educational requirements, etc. The general interest films are excellently photographed!" (1-094)

"Some are very good some are no more than advertisements which should not be shown in our schools. Yours and Shell Oil Comp. are good because the propaganda or advertisement is very limited. Other company's slant the information greatly." (1-063)

"I think they are quite valuable to the child's educational pursuit. It helps them to realize that industry care enough to make films for them." (1-065)

"Generally biased." (1-041)

"I have found in most films a plug for Consumers Power--at first it bothered me--but if C.P. is providing free films then why not a plug." (1-426)

"We <u>really</u> appreciate this service." (1-401)

"Keep up the good work." (1-464)

"Your films are very objective--both you and Shell have outstanding films. It's a shame _____ got out of the science film kick. Most have been very good." (1-402)

"Find a solution for nuclear waste disposal before you start pushing nuclear power plants on us." (1-467)

"Commercials are fine as long as they remain unobtrusive and bias." (1-455)

"I realize that the use of industry sponsored materials does allow a subtle propaganda opportunity. However, with the high cost of materials it is difficult to view my teaching as effectively without those sources of free or inexpensive materials. It is my responsibility to point out to my students the propaganda." (1-499)

"The majority of industry sponsored materials are excellent. A few were overbearing on the sponsors interest." (1-431)

"Keep it light. Get your educational lesson across, but don't get bogged down with philosophizing or using a commercial." (1-483)

"Although they do have their biases, it makes a good point for discussion. The biases aren't anti-consumer either, so they're a good way of showing one point of view. We get the other side through simple living and paying bills. Good balance." (1-473)

"Students get very valuable information from materials that normally can't be provided by everyday sources." (1-305)

"Fairly decent." (1-115)

"Films are often in need of repair. I hesitate to criticize but perhaps a little more care..." (1-109)

"Very pleased in how companies handle information but one sided." (1-134)

"None." (1-146), (2-052)

"Keep up the good work--it's nice to know that someone cares and tries to help. Teaching isn't easy!" (1-024)

"Quite good." (1-042)

"Good films, useful in our history program." (1-025)

"Very hard to book some of the films due to groups who apparently book a year in advance." (1-002)

"Possibly coordinate future productions with other large co.--such as shipping; car manu.; aircraft, etc." (1-027)

"I welcome all the help and aid I can get." (1-051)

"Very good teaching aids! Keep the good work up!! Free loan policy is great also!!" (1-461)

"Good--keep improving." (1-379)

"Sponsor credits before or after are OK, but keep the sell out of the body." (1-300)

"Great help." (1-104)

"They are good but often times the Consumer Power films contain a little too much industry favoring information. If it were handled a little more subtlely it would be better." (1-302)

"I use them and am grateful for the time and effort industry has put into development of materials available for our classroom enrichment." (1-377)

"The best quality seems to come from industrial sources. I would guess they have the sources to finance quality. We can take the subtle ads--they are good." (1-434b)

"Excellent!" (1-404), (1-460)

"These films help supplement my program and are very useful." (1-131)

"Really a nice service to the public!" (1-057)

"Some are too biased or too technical. Others are excellent. We appreciate the chance to view and use these films." (1-088)

"Conduct tours and on-site programs for area students of advanced science programs, to see generating facilities." (1-329)

"I appreciate the material sent out by any industry if it is factual and interesting even tho it may be motivated by self-interest." (1-112)

"I have seen a few industry sponsored materials that were blatant propaganda and advertising gimmicks. The material that Consumers Power offeres does not fall into this category." (1-456)

"I felt the films I received were excellent. If all companies would produce good films without worrying about advertising teachers would have a wealth of visual aids to choose from." (1-260)

"I use the Consumer Power films quite often as they are always readily available for me and I can pick them up at the office in Owosso when they are needed." (1-200)

"We don't have any money for a film budget so all of us here at West are grateful for the excellent industry sponsored free educational films and materials." (1-056)

"Informative and enlightening." (1-306)

"All phases of work including office, plant maintenance, etc." (1-244)

"CP's material is less bias than some I've had from other companies." (1-111)

"Overall--films were informative & interesting." (1-186)

"Enjoyable and meaningful." (1-126)

"See nothing wrong. Your films are higher budget than _____ ones. They promote free-enterprise system which is good (discourage socialism). (1-137)

"Generally quite worthwhile, well done." (1-398)

"Yóur films Michigania, and Michigan in Motion, along with The Big Lake are excellent for Michigan history class--however the Great Ice Storm of 1976 was very disappointing. It was nothing but propaganda on Consumers ability to act quickly." (1-427)

"My 'Thanks' to Consumer's Power Company for the efforts to educate those in the rural community with limited experiences." (1-411)

"Too much industry pro material is given. I would like to see more unbiased info given. Consumers is not <u>always</u> right and pure as they seem to turn out." (1-470)

"Films are a very fine method that industry can use to help improve the quality of education." (1-448)

"Generally the class is impressed with the film and enjoy watching them." (1-036)

"They are fine as long as they don't get too heavy into the propaganda." (1-441)

"The films provided by Consumers Power seem to meet the needs and functional levels of a great range of students. This compares favorably to films provided by other companies." (1-276)

"Very good to date." (1-318)

"Being in a small school means we operate with a very limited budget. Therefore, the use of CP films has been most beneficial--filling a gap we may not have been able to fill otherwise. The films are interesting as well as educational--Thanks so much!" (1-388)

"Since I don't deal with many of the Consumers Power-related concepts, I have rarely used their films. I can appreciate that they would rather produce materials in some way connected to their industry." (1-248)

"I feel the films are 'very helpful' and exploratory for each student viewing them!" (1-507)

"Sometimes we do not agree with the company's view, especially on energy sources. That's fine though." (1-410)

"The only problem seems to be with getting films on time. I often am requested to return a film I haven't even had yet." (1-101)

"I think it is nice that industries such as Consumers Power takes the time and money to put out such films." (1-458)

"Generally very good." (1-240)

"Sometimes too much advertising too little educational value." (1-181)

"I think they are very important. In school they sit still for this where the same program on TV would turn them off." (2-311)

"Commercial aspects should belimited to beginning or endings. It is not necessary to keep seeing signs or buildings in films or pictures. (This was not true of my materials from C.P.)." (2-284)

"Keep up the great work. You have certainly supplemented the science programs by your effective teaching resources." (2-273)

"I am pleased to have the opportunity to utilize both literature and multimedia kits so generously provided by the Company--thank you." (2-238)

"I have been using these materials for about 4 or 5 years and have enjoyed presenting them to my students." (2-160)

"Welcome the materials--need to see both sides of the energy issue. We can sort out and teach it as we see fit." (2-178)

"I think that your programs provide a valuable service and are devoid of any commercialism. I appreciate the opportunity to tell you how I feel!" (2-104)

"Not too many sources supply such fine materials to teachers these days. Yours are a pleasure to use and they are superbly instructive. Thank you!!!" (2-132)

"Good material cuz they didn't try to seel their product. Geared to the right age level." (2-204)

"Don't overdo it, all your advertising costs us money!" (2-495)

"I feel they are very helpful." (2-489)

"My first graders like the fact they know who Consumers Power is--as they provide the electrical service for this area." (2-425)

"Company is very cooperative and the service is excellent." (2-492)

"I feel Consumers does a great job and I appreciate the availability of materials. I would question whether the public really cares to fund this program through higher rates." (2-310)

"The fact that they are free and of good quality and readily available is most appreciated. The children are greatly impressed that they get to take these items home to share, reread, etc." (2-378)

"Certain film titles are in great demand and seem difficult to obtain--e.g., Rise & Fall of the Great Lakes, For the Birds." (2-316)

"I really enjoyed the coloring book and the movie along with my class. Keep up the good work." (2-373)

"You are the market for the product we turn out and any materials for extending or enriching learning processes are definitely useful." (2-237)

"An excellent idea! Who else knows as much about a subject as the industry that provides the service?" (2-033)

"Appreciated having, enjoyed using." (2-001)

"Very important to retain." (2-266)

"Enjoy some of them." (2-211)

"With funds being so tight in schools, it's great to have some 'extras' (films, posters, etc) provided by industry to the schools." (2-299)

"They seem to provide accurate and interesting instructional aids--they make one conscious of the need to conserve energy and of the importance of energy." (2-295)

"Usually very good." (2-325)

"We could use more materials on saving energy--and where we get energy, etc." (2-381)

"I think they're fine and hope 'industries will continue to present them in the future." (2-471)

"I think it wonderful that you offer us these materials to use in our classrooms." (2-084)

"Thanks for all materials you've sent us." (2-026)

"Most seem to be slanted and often seem to be an advertisement." (2-091)

"Keep up your fine efforts! Thanks for all your films and student materials!" (2-019)

"I enjoy using these materials because they are current and expose my students to information not otherwise available." (2-102)

"I find this fact a learning experience itself. We discussed (in several film) why a certain viewpoint might be presented, was it so presented, was the material valid, should the source of material be considered when using it." (2-151)

"Your materials, of course bearing your name, are presented without a great deal of emphasis being placed on the name. Unobtrusive. Some companies overdo the advertising to the extent that the point of the materials is lost." (2-334)

"The students enjoy it some read it carefully, others weren't interested." (2-450)

"Good public relations and educational." (2-180)

"I believe Consumers Powers sends out more than enough materials suited for all grades. Filmstrip kits, posters, comics. We use all these. Keep up the good work." (1-135)

"The films quite often were in poor shape." (1-178)

"Consumers Power has some excellent films expecially for industry sponsored films. The advertising is handled in a manner which does not adversely affect the film." (1-046)

"Continue as you have in the past." (1-085)

"Students always consider them as an advertisement--not to <u>really</u> be believed--but much of the material is very useful and well-done." (1-090)

"Certain biases are visible to an adult, but are otherwise too subtle to be picked up by the student. He understands the basic facts presented without realizing the special interests of the producer." (1-107)

"Thank you for your prompt, courteous service." (1-053)

"Most films of this nature--Consumers, _____, _____, etc. that I use or have used are outstanding. Excellent to superior content, narration and photography. Most of the advertising is unobtrusive. Value of message far outweighs any possible bias." (1-311)

"I appreciate your contributions to educators who, as I, are trying to make our students more energy conscious." (1-474)

"They give the side you don't always hear from--govt. sources and the 'Ralph Nader types'!" (1-385)

"Industry sponsored materials provide good channels for community/school interaction and awareness." (1-357)

"The films I have used that were industry sponsored have had no effect on prejudice students I believe." (1-143)

"They do a good job." (1-364)

"<u>Electricity and Me</u> was very helpful. Would like more on concepts of electricity." (1-102)

"It's <u>free</u> and knowledgeable!" (2-066)

"I'm very pleased you make these materials available free of charge. Movies especially." (2-034)

"We have enjoyed using your films to supplement our educational program." (3-052)

"I look forward to receiving industry sponsored materials. I have limited funds and the industrial materials are very informative on current issues." (3-430)

"I think it's a great idea--provided that the industry is objective." (3-336)

"Most of the materials are well done and are useable schoolwide." (3-142)

"Great! All materials well done and appreciated!" (3-167)

"I have always found industry sponsored materials to be very helpful in the classroom. We appreciate industry sending materials of various kinds to see how things are done to make our society a better one." (3-099)

"The materials by Consumers Power presents a topic adequately, although not all sides of an issue are discussed. Generally the materials are informative and suitable for ninth grade students." (3-477)

"Thanks--your help in providing free materials is invaluable in a district where budget is limited." (3-302)

"I'm very pleased with the materials Consumers puts out. I will continue using them." (3-383)

"Glad Consumers offers this type of material to schools as budgets are very low." (3-503)

"They are great, however, I would like to see more on the 4th grade and below 4th level." (3-436)

"We just received our kits and have not had an opportunity to use them." (3-224)

"I always 'comb' them for evidence of pure propaganda and either delete it or accompany it with an appropriate warning as to its true nature." (3-255)

"Glad to see them producing something for the elementary students." (3-259)

"I appreciate having the opportunity to use these 'quality'materials." (3-276)

"We've enjoyed and profited from their use." (3-244)

"Yours is well done." (3-270)

"I think they are great. Everyone must be involved in educating our young futures." (3-001)

"Material was excellent! It proved very helpful in my classes. Keep up the good work!" (3-012)

"Top quality." (3-362)

"Industry sponsored materials generally put is sponsor in the 'good guy' role. Students see this and react negatively." (3-342)

"Consumer's material is usually informative, tasteful and a valuable addition to education. Now if they would only work on their electric rates." (3-392)

"I use a lot of them--unless I feel they are biased; even that can be a learning experience." (3-405)

"So far so good! Thank you!" (3-148)

"Consultation with teachers as to materials which will be helpful in the classroom will result in more effectively used materials. I speak for high school level (particularly chemistry)." (3-379)

"I wish more governmental and industrial firms would do as much..." (3-412)

"They can be good supplementary materials if they arrive when needed." (3-496)

"They are usually well-done and very informative." (3-050)

"My limited experience with films from Consumers has been positive--the films are well done and informative." (3-097)

"Very well done!" (3-061)

"Thanks for the extra enrichment these kits give the children." (3-065)

"My responsibility includes pointing out biased material to students." (3-307)

"I was very happy with the material I received from Consumer's. Since I have large classes I was especially satisfied because they sent me the quantity I requested." (3-298)

"Very worthwhile as an educational tool." (3-434)

"Very worthwhile--an extremely good public service! This is promoting a good image of Consumer's Power Co." (3-290)

"We (3-3rd grade teachers) shared the materials, felt they were of great value and appreciate your efforts on our behalf. Thanks!" (3-280)

"You do a fair to good to excellent job on certain materials. It is goodto constantly update and do filmstrips where the students are asked to do certain things so they are directly involved in the film or filmstrip. Also more quiz materials." (3-274)

"Generally helpful--free--keep it up!" (3-198)

"Thanks for the great material and all the help!" (3-115)

"OK." (3-098)

"They are an excellent place to get supplementary materials as I really enjoy them!! Thank you!" (3-371)

"Thanks for the help! It's always welcome." (3-368)

"They seemed to be quite effective." (3-444)

"Thank you." (3-109)

"Please soft peddle the seeling of nuclear power and try to present some of the problems of waste disposal and safety." (3-253)

"Somewhat slanted--we keep hearing about how much money is being thrown into energy, but nothing about record profits and dividends." (3-363)

"Please try to get your catalog out to the chools as early in the school year as possible." (3-487)

"I have found these materials to be of adequate value and importance especially when they are not directly compared with any major industry or its products, but on its own value." (3-464)

"Very Good!" (3-110)

"They are full of propaganda, which I have a hard time with. Especially the nuclear plants and other power plants which harm the environment--but the industries tell us they don't." (3-121)

"Very good source, and materials are well done." (3-164)

"When industry sponsored materials are as well done as these, there is no problem. When materials are blatantly propagandistic, they are a problem." (3-004)

"Can be helpful if they give accurate picture of occupations connected with industry." (3-093)

"Thanks for not forgetting us!" (1-131)

"Most teachers use materials for supplementing their course. In general I appreciate what I have received." (3-472)

"Fantastic idea! They were very helpful and exactly the subject matter I needed," (3-031)

"The one film thus far viewed was very informative and the children enjoyed and seemed to learn a great deal." (3-502)

"Materials a little difficult for 6th grade." (3-018)

"A good service provided! Thanks!" (3-086)

"Industry does very little to generally educate and could easily do much more." (3-096)

"Usually there is some bias involved in industry sponsored materials. While this is at a minimum, I feel it too has its place in education because students need to learn the process of evaluation, critiquing and analysis." (3-047)

"I was amazed how the gas and electric companies worked together to produce the films but obviously work together on basic community needs." (3-373)

"The materials are usually well done and do not contain an excessive amount of advertisements." (3-054)

"There is nothing wrong with using industry sponsored materials, as long as their goal be to educate children. They must discuss the pros and cons of an issue. If these materials are slightly slanted, there really is no worry, for students and teachers are intelligent enough to disregard this." (3-137)

"Good 'free' source of materials. Industry prejudice is minimal and identifiable." (3-214)

"I appreciated the comic books that followed up film materials and that were kept by students." (3-261)

"Glad to have them available." (3-107)

"I've been completely happy with all of your service." (3-172)

"Really appreciate materials; many companies have discontinued giving things away." (3-245)

"I find most industry sponsored materials are generally effective in the areas they are intended for. Keep up the good work." (3-404)

"The 'commercials' are unobtrusive and minimal and in a few cases, absent altogether and if that makes these good films available, I'm all for them. You do an excellent job on the films. They are of high, professional quality. Incidentally, we pass them around when they get here." (3-212)

"Because of decreasing budgets, it has become a challenge for teachers and librarians to procure materials that are up-to-date on the controversial issues of today. We have been fortunate in that we have been able to 'borrow' from industry to help at this time. We are very grateful." (3-258)

"It is worth repeating what I have on the reverse side that I am very grateful for the 'finely worked out' materials which we have received. Thank you!" (3-374)

"Very good idea. I feel this is money well spent!!" (3-289)

"Most materials are good if advertizing is kept to a minimum. A follow-up questionnaire like this is appreciated." (3-272)

"A wonderful program!" (3-413)

"The filmstrip kit, A Powerful Friend, was very useful for primary grades. The children found it informative, and was well-presented for this grade level. The children enjoy the filmstrips and tapes which adds variety to the curriculum." (3-421)

"I greatly appreciate the materials you supply." (3-323)

"It is a welcomed service." (3-313)

"I appreciate the availability of such an offer. It helps to establish better terms between the consumer and the industry. I have found that films really motivate--I wish there were more for upper elementary." (3-476)

"Generally, industry sponsored materials tend to be very biased. I usually point out the bias to the students or ask them to point out the bias and we have a discussion. I don't want students to be mislead." (3-493)

"This set was pretty good because it didn't make Consumers Power come across as the main topic." (3-466)

"I like them to supplement what is being taught." (3-481)

"The materials were generally easy for my kids to understand. I would like to see some different media used. I can't show filmstrips all the time. The kids get quite bored with them." (3-407)

"It is good if they remain 'objective' on any subject." (3-316)

"I am pleased with the prompt service of sending materials--and the quality and format of materials are excellent." (3-348)

"The ones I've used from Consumers, _____, _____ have been very satisfactory. They seem to get to the 'point' and relate the classroom learning to 'actuality' far better than standard textbooks." (3-439)

"Important part of classroom A-V presentation. Valuable source of inexpensive materials." (3-188)

"Films and other materials were shared with other teachers in the building. They were appreciated very much. I really don't know how to thank you for all you have sent us." (3-076)

"What I've seen and used I really appreciate." (3-078)

"OK." (3-087)

"Thank you. We do appreciate the materials." (3-309)

"The quality of Consumers Power material is much better than many industrial materials. The selection of topics has also been very well suited to our curricular objectives." (3-376)

"A great source most of the time." (3-200)

"My class really enjoyed the materials! I plan on using them every year. They fell in love with 'Franklin the mule'. They also enjoyed seeing the cat get 'zapped'." (3-415)

"These are well done and the children enjoy the f.s.--esp. the A to Zap.

I have not yet used the natural gas booklets--I don't plan to use those until June." (3-435)

"Consumer's Power does a good job of telling people (fairly) their side of many controversial issues." (3-424)

"Great!" (3-230)

"O.K.--as long as they handle situations impartially and effectively." (3-040)

"Thanks for materials. I was truly pleased with the quality of the materials and the manner in which packaged." (3-505)

"I would like you to send me all the kits you make and free material. I would demonstrate for my school what is available and have them check it out from the library." (3-077)

"Again--grateful." (3-317)

"There is nothing wrong with industry sponsorship. With all the commercials on T.V., the children and myself are used to it." (3-334)

"Good work people!" (3-494)

"Like 'comic' type booklets." (3-304)

"More copies of many films would help. If you can't get an item within one school year, might as well not order. i.e., Electric Safety from A to Zap." (3-211)

"I do worry about the possibility of advertising or propagandizing in favor of a company's product. I believe that your educational materials have avoided such (those I've used at any rate), but I will continue to be as alert as possible to avoid problems. I do appreciate the materials which have been very generously supplied." (2-314)

"Often times films and literature bombards the viewer with the fact that they are being sponsored by Consumers Power. I don't feel this is necessary. The film 'The Rise & Fall of the Great Lakes' was one film which did not intrude on the viewer a commercial message." (2--13)

"In answering these questions I referred to the literature I received on electricity and power. The film I received recently on the 1976 ice storm recently, was of no use to me." (2-046)

"Delivery very prompt." (2-345)

"I use the material in the spring to teach safe use of electricity. I find the material very helpful." (2-175)

"Good materials--I've enjoyed working with them!" (2-064)

"I am very pleased with the materials. They are very much appreciated. The comic books and coloring books are very helpful." (2-361)

"I was very pleased with the material I received from Consumer's. Since I have large classes I was especially satisfied because I received thequantity I requested." (2-342)

"Excellent, keep up the good work!" (2-321)

"Can be an excellent source if unbiased..." (2-254)

"Very interesting; high budget; films are interesting yet relaxing." (2-123)

"This material is surprisingly free of advertising." (2-385)

"Good publicity." (2-336)

"Please note: I think it is fortunate that C. P. underwrites such a program. It is effective and easy to use. Material is something with which the children can identify. It also improves C. P.'s image--however unobtrusively. I sometimes think teachers take services like this for granted. That is unfortunate. I appreciate the effort, courtesy and thoroughness." (2-483)

"You have the facts and I think industry does a great job of passing the information on." (2-434)

"Can be valuable if not too slanted." (2-072)

"I would very much like films or literature that show how everyday products are made such as light bulbs, tools, breakfast cereals, etc.--all that has to be done to bring those items for us to use." (2-424)

"I've always used these because they are inexpensive." (2-432)

"I endorse them for class room use. The reading level for extra material is good." (2-126)

"I've had some that was very biased towards the industry. Consumers Power has some excellent objective materials." (2-098)

"Terrific, keep them coming." (2-436)

"I appreciated being able to use the material including the coloring books to remind the children of the things we saw in the movie." (2-363)

"Provides more varied and up-to-date materials on topics of interest then can be available in many small rural districts with limited resource and access to materials." (2-364)

"I do not find CP sponsored materials objectionable for classroom use (as far as advertising)." (2-469)

"We appreciate the materials." (2-289)

"Very helpful and useful materials." (2-359)

"Well done; I (and students) enjoy using." (2-283)

"So far all materials from industry which I have obtained are of benefit to us." (2-288)

"It's a nice service for schools to have access to." (2-506)

"Often they are a waste of time. The industry promotes its own message rather than help us teach a concept. Yours was excellent--it taught the principle, not sold a product." (2-319)

"I really commend you on your effects to get involved with education." (2-329)

"Keep it up as a service to the customers." (2-375)

"The majority of the material was very well done--It was high interest and educational." (2-248)

"Generally, it is well-done. Some industries do tend to overadvertise in the material." (2-339)

"I know the materials are industry based but the information inside them is something the children need. I have ordered the comic books in past years, but they are a bit more difficult for 1st graders." (2-377)

"It doesn't bother me at all." (2-441)

"They were very prompt with free film and classroom materials." (2-262)

"If there is money allotted by industry for films, I for one will make use of the availability." (2-234)

"Industry produced and distributed films obviously carry a point of view. It is the instructor's responsibility to insure that a balanced view is presented to the student. I believe C.P. presents their point of view in their films with taste and integrity. I greatly appreciate their efforts and believe I am able to do a better job because of them." (2-286)

"I have used your material for several years and find it very helpful in the classroom." (2-233)

"I find the material of extremely high quality--very valuable in my classroom. Keep up the good work." (2-079)

"I appreciated the materials and found them useful." (2-153)

"I appreciate your interest in educating people on the need to conserve." (2-112)

"I have always been pleased with the materials. So nice to have something so good and useful still free!" (2-025)

"I was very pleased." (2-269)

"No opinion about whether it's good to use them in class. I have appreciated having them and thank Consumers Power for providing them to teachers." (2-306)

"I have been satisfied with the majority of material although others I know don't care to use the material because of the feeling that is a propaganda drive to generate support for nuclear power. I see very little of this however, and greatly appreciate the resource." (2-407)

"Provides more relevance for high school seniors who will be job hunting." (2-156)

"I appreciate them very much." (2-192)

"Good, educational information." (2-497)

"I have been very pleased with most sponsored material--especially when it is not over-run by a 'specific' name industry. A lot of what is presented, might not have been--if it wasn't for the sponsored material." (2-023)

"Keep low profile but have lots available!" (2-082)

"Additional materials that the kids can have is appealing to them. (Something they can keep)." (2-029)

"Some materials are really too bias and present only one side of the problems when dealing with energy. Students, even elementary, relized this and get turned off." (2-093)

"Thank you for sending them to me. They were very helpful!" (2-077)

"Good! Appreciate these materials greatly!" (2-145)

"You do an excellent job without pushing the company!" (2-121)

"Most of them are very good and I'm sure teachers appreciate them. Trouble is the tests aren't too available to us." (2-049)

"These are find quality materials that so far have been free of too much 'corporation propaganda'. Keep up the good work." (2-068)

"The less of 'Consumers Power Co.' lable, the better. Its presence tends to lend to materials bias vs. credibility." (2-015)

"I feel each industry needs to show young people they are working for their generation." (2-265)

"The things we've used from Consumers, _____, or any other company have been worthwhile because they have promoted learning rather than their company." (2-478)

"Your materials (intermediate & secondary) are well presented, but really can't hide the fact that you're rationalizing the corporate decisions you've made." (2-267)

"Grateful for the free coloring books, films and material. They enrich the lives of many children." (2-221)

"Thank you for your fine program!" (2-169)

"Most are very effective. Yours more than do the job." (2-327)

"Good literature." (2-399)

"Good idea. Only hard to find on list grade level." (2-463)

"Thanks." (2-455)

"Please continue." (2-099)

"Thank you." (2-083)

"I feel that industry sponsored materials are excellent materials for the classroom. They are current where textbooks become obsolete. New and fresh materials highly motivate students." (2-264)

"Very good." (2-039)

"My students and I enjoyed the movies and the comic-type booklets that went along with them." (2-086)

"I'm very glad to see industry taking part and providing material to the schools. Since this is a small school and funds are very small its hard to purchase new things so its nice to receive materials from other places." (2-006)

"I think it is very kind of them. I am most appreciative of any company that gives me a hand in this day and age." (2-108)

"A very nice presentation--colorful and factual! Interesting for a second grader!" (3-303)

"I have always found industry sponsored materials very useful." (2-004)

"They're very useful--what I've used, anyway. I'm always glad to make use of such materials." (2-154)

"You are too negative about solar energy." (1-480)

"Over the last two years our college has ordered two films through modern talking picture service that were Consumers Power sponsored. "The Great Ice Storm of 1976" was sent and used and proved useful to the instructor. We also attempted to use "Solar Energy and You" but were told it was not available at the time we requested it." (1-228)

"Most are training films for employees." (1-204)

"I appreciate industry sponsored materials. The materials are usually current and very informative. However, the demand for films is often so great that it is difficult to obtain desired films." (1-180)

"I think they are fine as long as the instructor and students realize the motives behind their production." (1-043)

"Your materials are greatly appreciated." (3-343)

"I think it is very kind of them. I am most appreciative of any company that gives me a hand in this day and age." (3-108)

"Most are pretty good." (3-119)

"I feel industries have the resources and capabilities to produce fine educational material. Some of the best produced, most interesting and most educational films I use in my classes are industry sponsored." (3-024)

"I'm very glad to see industry taking part and providing material to the schools. Since this is a small school and funds are very small its hard to purchase new things so its nice to receive materials from other places." (3-006)

"I thought the comic books were dull, crowded and missed the boat. The children tossed them aside." (2-486)

"I received cartoon books instead of coloring books. I would have preferred to have cartoon as I ordered." (2-439)

"I'm selective about what materials I use." (2-173)